

WELCOME! :-)

Internet Access Information

Network: SDCOE_Guests

User: SDCOE

Password: Padres15

Today's Institute Resources:

<http://tinyurl.com/ProjectCoreApril>



AGENDA

Framework for Biliteracy: Structure, Architecture and Application

Application: Planning Thematic Units

- 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

Review:

Institute #4:
Curriculum Integration with
Standards: Integrated ELD

(also applied to Integrated Spanish Language Development)

Effective Integrated ELD / SLD

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:

Effective Integrated ELD / SLD

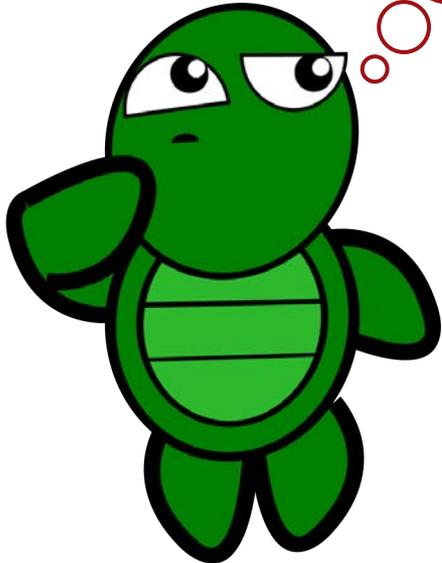
- ❑ Follow the presentation of a sample of an Integrated Spanish Language Development Lesson (“*Ejemplar de lección para el desarrollo de lenguaje en español, integrado*”).
- ❑ Use notes from Figure 2.21 re: “Integrated ELD Instruction” to identify which effective instructional experiences are well developed 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***”

SDCOE Sample Designated ELD Lesson Plan

Page 1

Date:	Period/Subject:	Grade(s):	Predicted Time Frame/Duration:
	Designated ELD	4	30-40 minutes

Evidence from Formative Practice Leading to This Lesson

Students have previously demonstrated difficulties in ...
ELA: producing a coherent main idea sentence condensed from details transcribed from a text.

ELD Standards (Part I and II):

■ = learning tasks for the students; ■ = performance based on proficiency level



Designated ELD

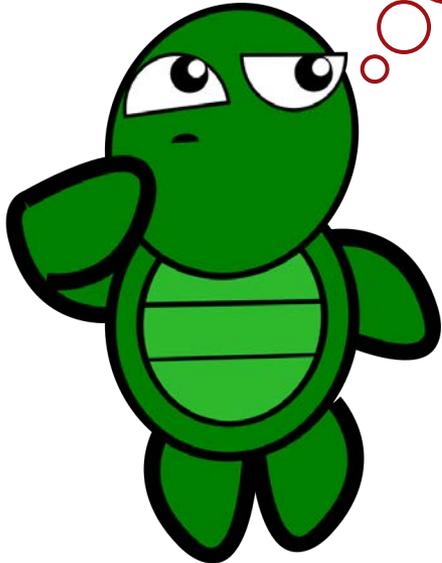
Find the Essential Features of Designated ELD, Figure 2.23 from the the framework.

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](#)”

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...

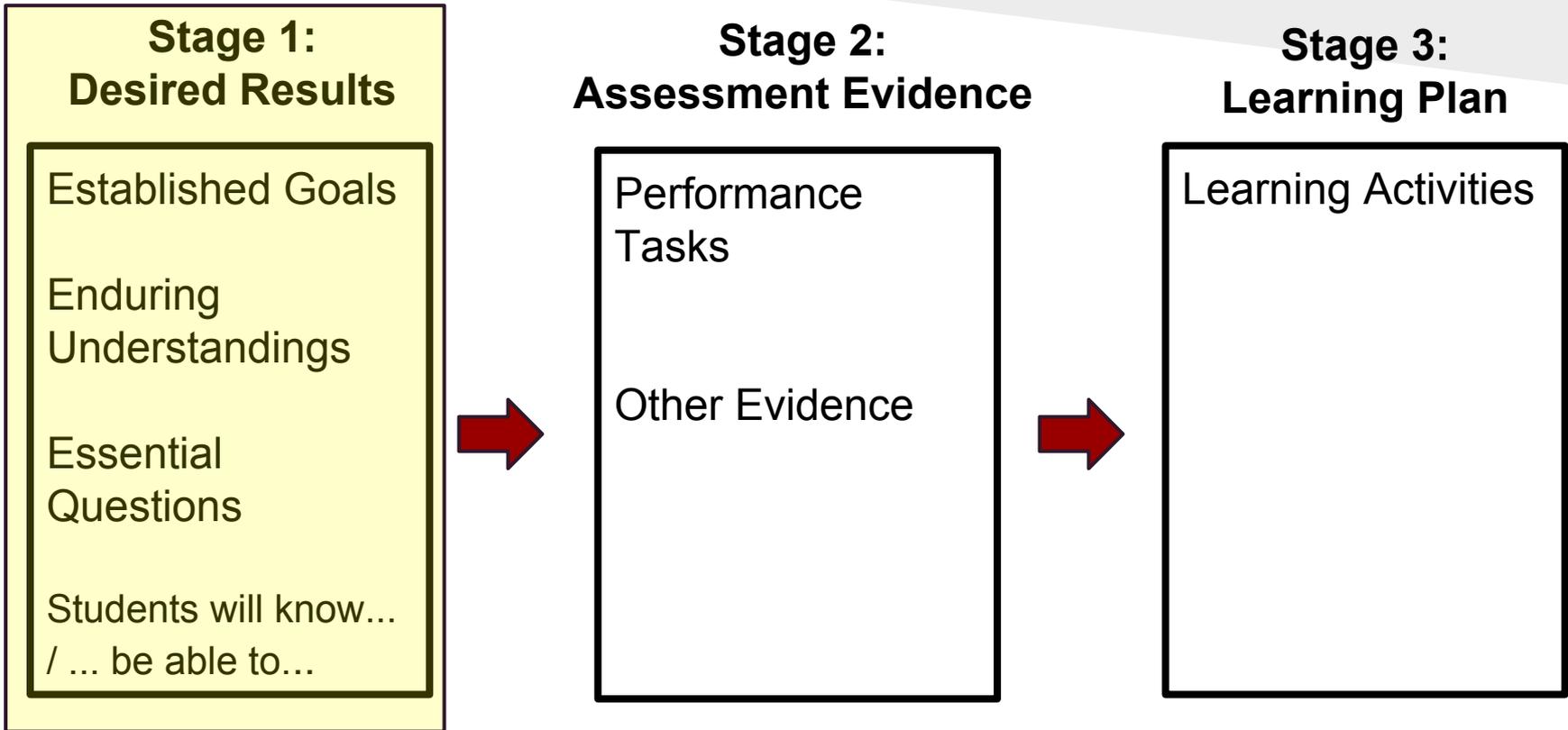
- What are the big ideas?

Essential Questions:

- What provocative questions will foster inquiry, understanding and transfer learning?



Grant Wiggins Unit Development



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 its 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

Thematic Unit: Model

Please open the sample unit overview:

[California 1850-1950](#)

Unit Overview

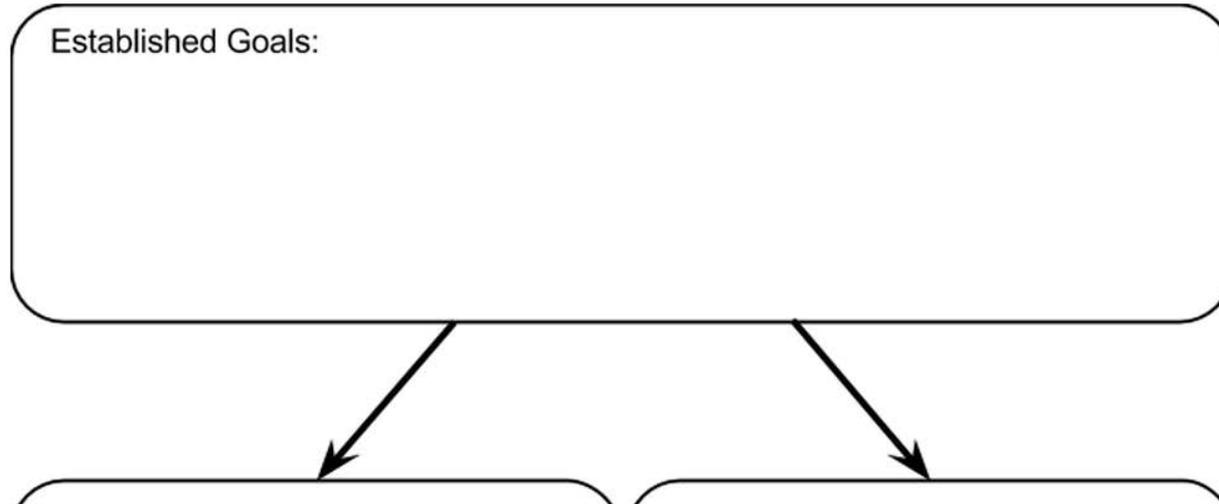
<p>Unit Title (unifying topic)</p>	<p>California Becomes Golden: Farming & Industry Grows from 1850-1950</p>
<p>Enduring Understanding (for the teacher)</p>	<p>California became an industrial and agricultural power starting the mid-nineteenth century as many diverse peoples migrated to the state for a myriad of reasons and events.</p>
<p>Essential Question(s) (for the students)</p>	<ul style="list-style-type: none"> ■ How did California become an agricultural and industrial power between 1850 and 1950? <ul style="list-style-type: none"> ■ 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”](#)

Unpacking Standards|Template



Unpacking Standards

Established Goals:

*[PLEASE TRANSCRIBE
THE 4th GRADE
HISTORY/SOCIAL SCIENCE
STANDARD #4 HERE]*

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.

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]*

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:

___ 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 Enduring Understandings

Please find the document titled “[Identifying Essential Questions and Understandings](#)”

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?

Essential Ques. & Understandings

Topics and Big Ideas

*[PLEASE TRANSCRIBE
THE BIG IDEA BELOW]*

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”

What is real-world insight about _____?

What is the value of studying _____?

Essential Questions:

- How does the human pursuit of energy around the world affect all humans and the earth itself?
 - Humans depend on Earth resources, many of which are not renewable or replaceable. Why are energy resources so important to humans?
 - All human activity draws upon natural resources. Why are energy resources distributed unevenly around the planet?
 - How does the search and use of natural energy resources create positive and negative consequences for the health of people and the natural environment?

Understandings:

Earth energy resources are:

- valued, essential, but limited and typically non-renewable;
- unevenly distributed around the world; and
- significantly changing in distribution as a result of removal by humans.

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

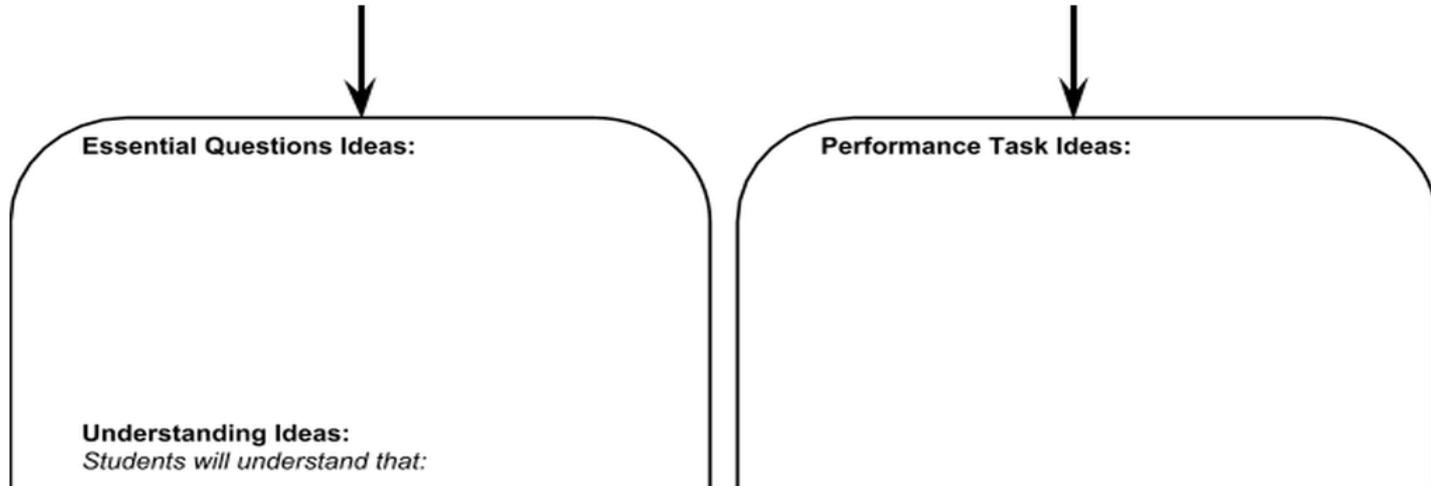
Give each of the four essential questions a rating of 1 to 10 points each and compare your scores.

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

Unpacking Standards Template

Please locate the document titled
“Unpacking Standards Template”



Unit Performance Tasks

Culminating
Project
(Text Type)

@ 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**

@ 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.



Unit Scope and Sequence

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

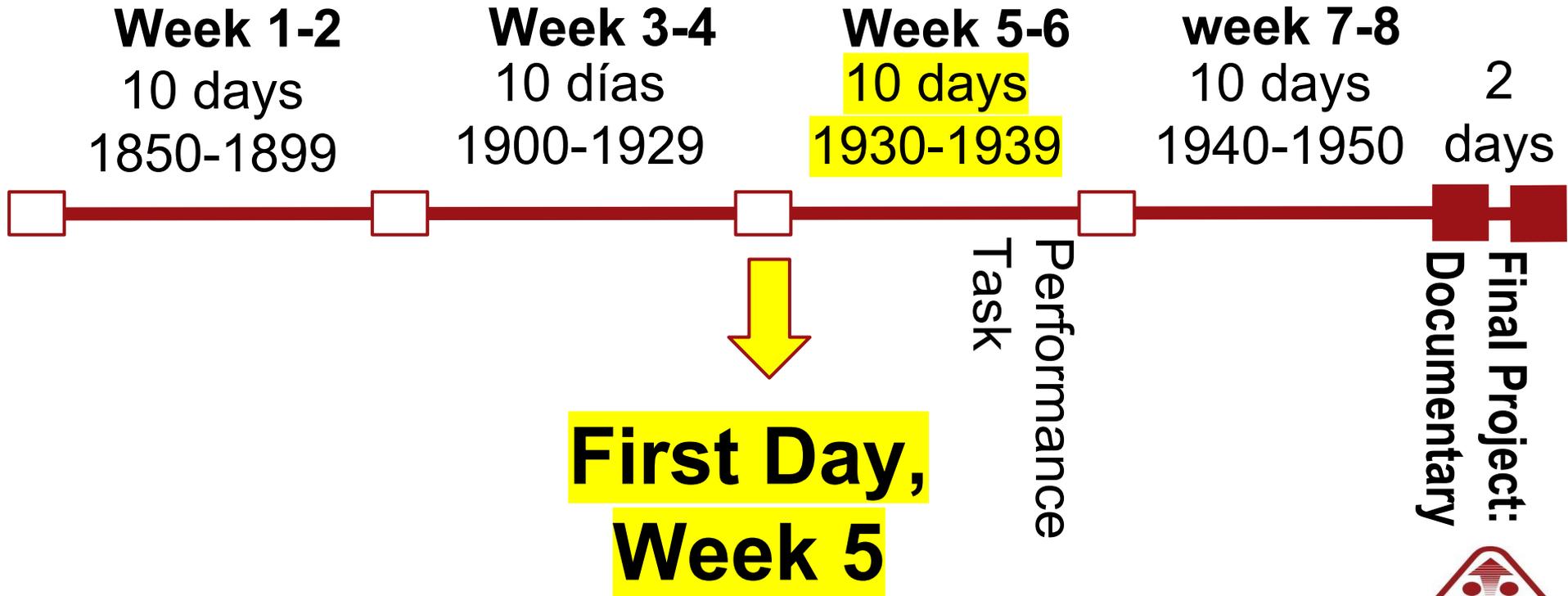
Weeks 5 & 6:

The Dust Bowl

1930-1939

Debbie Bygland and Jorge Cuevas Antillón, SDCOE

Unit Timeline



Unit Timeline

Week 5

5 days
nonfiction

Week 6

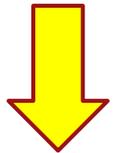
5 days
realistic fiction

Children of the Dust Days

Rose's Journal

Phase 1 Phase 2 Phase 3

Phase 1 Phase 2 Phase 3



First Day

Unit Timeline

Week 5

Children of the Dust Days

Phase 1

Phase 2

Phase 3

Searching for
a Better Life

First
Day

Unit Timeline

Week 5

Children of the Dust Days

Phase 1

Phase 2

Phase 3



**What
does the
text say?**

How does
the text
work?

What does
the text
mean?

Close Reading Timeline

TEXT	Lesson	Reading Objectives	Language Arts Standards
Title: <i>Children of the Dust Days</i> Genre: <i>Informational - History / Social Science</i> Lexile: 840	1st Phase (Key Ideas and Details) What does the text say?	<ul style="list-style-type: none"> Determine main idea and recount key details; Summarize Chapter 1 Explain historical events 	RI.4.2 RI.4.3 SL.4.1
	2nd Phase (Craft and Structure) How does the text work?	<ul style="list-style-type: none"> Describe the structure of the text Demonstrate understanding of simple similes 	RI.4.5 L.4.5a SL.4.1
	3rd Phase (Integration of Knowledge and Ideas) What does the text mean?	<ul style="list-style-type: none"> Interpret information presented visually Explain how the author uses reasons and evidence to support points in a text. 	RI.4.7 RI.4.8 SL.4.1
	Write About the Text	Writing to Sources: Opinion You read what life was like during the Dust Bowl years. If you lived during that time, would you chose to stay or move away in hopes for a better life? Include reasons and evidence from the text to support your opinion.	W.4.1 W.4.4 W.4.9b
	Wrap Up	Assess text –dependent reading	



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

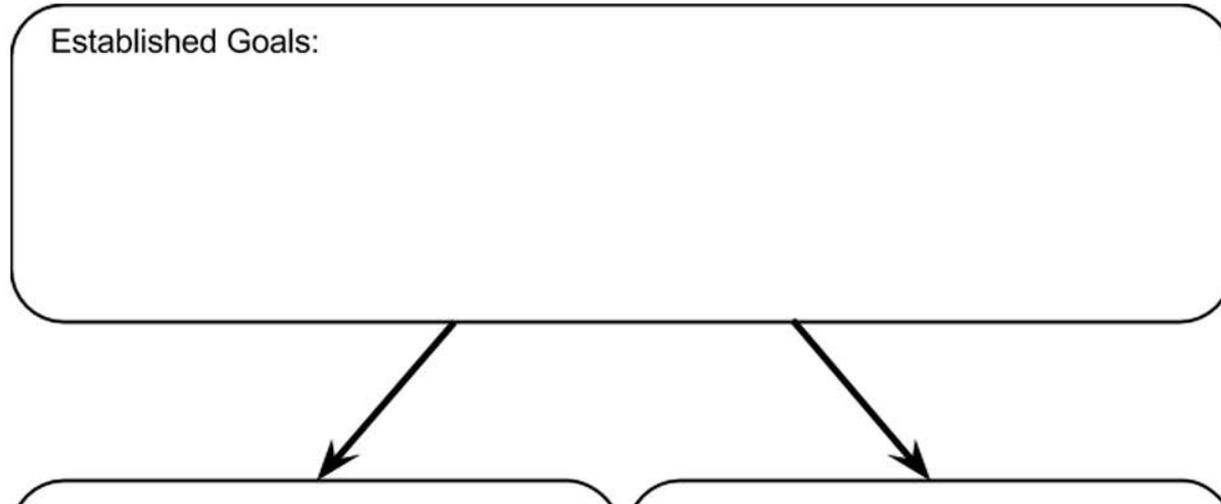
1. Please read pages 11-15 from “California’s Next Generation Science Standards (NGSS) for K-12, Grade Six, Alternative Discipline Specific Course” with your theme
2. Discuss any possible big ideas or topics you are noticing

Unpacking Standards Template

Please find the document titled

[“Unpacking Standards Template”](#)

Unpacking Standards|Template



Unpacking Standards

Established Goals:

*[PLEASE TRANSCRIBE
THE 6th GRADE
SCIENCE STANDARD
MS-ESS3-1 HERE]*

Unpacking Standards

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.

Unpacking Standards

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]*

Unpacking Standards

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 Enduring Understandings

Please find the document titled “[Identifying Essential Questions and Understandings](#)”

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?

Essential Ques. & Understandings

Topics and Big Ideas

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?

Essential Ques. & Understandings

Topics and Big Ideas

*[PLEASE TRANSCRIBE
THE BIG IDEA BELOW]*

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?



Identifying Essential Questions and Enduring Understandings

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

How is _____ used and applied in a larger world?

What is real-world insight about _____?

What is the value of studying _____?

Essential Questions:

Understandings:

**PLEASE DISCUSS
SOME POSSIBLE
ESSENTIAL
QUESTIONS &
ENDURING
UNDERSTANDINGS**

Complete a Unit Outline

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

Sample Unit Overview: Earth’s Natural Resources

Grade	6th
Unit Title (unifying topic)	
Enduring Understanding (for the teacher)	
Essential Question(s) (for the students)	
Duration &	@ 2 weeks - Students will collaborate to write a scientific explanation.

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”

Essential Questions:

- How does the human pursuit of energy around the world affect all humans and the earth itself?
 - Humans depend on Earth resources, many of which are not renewable or replaceable. Why are energy resources so important to humans?
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Understandings:

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Model's Enduring Understandings

Review the enduring understanding listed for your model 6th grade unit. How well does it...

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Model's Essential Questions

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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?***

FEED
BACK

Closure - Find Someone Who

Shares your birthday month	Can explain theme, unit, enduring understanding, & essential questions	Has studied outside the United States
Can explain the role of essential questions in thematic units	Has traveled to 5 or more countries	Can explain three or more essential features of designated ELD instruction

NEXT TIME:

See you here, **Thursday, May 14**

Same room