¡Buenos días!

Please:

1. Log on as a guest to the Pt. Loma Nazarene University wireless internet system.
2. Open up today’s doc by downloading copies from this URL: tinyurl.com/ProjCORE-April
3. Make a table tent Earth Day NICKNAME using an endangered animal or plant.
Comparta un cuento de una experiencia cuando apreciaste las maravillas de la naturaleza.
AGENDA

Draft unit outline and lessons; Integrate language development - literacy - content to support language learners

- Welcome; Community Building
- Repasar instituto #1 - #4
- Practice Unit Planning
- Integrar el desarrollo de lenguaje, lecto-escritura, y asignatura, en lecciones
- Evaluation
- Clausura
The Parking Lot
Metas del aprendizaje

- Repasar cómo planear unidades con textos de varias asignaturas de primaria y secundaria/prepa
- Integrar el desarrollo de lenguaje, lecto-escritura y las asignaturas para planear lecciones
- Compartir y recomendar estrategias para el desarrollo de lenguaje
Success Criteria (Today’s Evaluation)

By attending and participating in this institute...

- I can commence and outline planning with elementary or secondary texts
- I can integrate language-literacy-content into lesson planning
- I can share and embed language development strategies into instructional planning
Review:

Institute #1- 4 - Integrating English/Spanish Language Development
Mapping Our Project CORE Path

Institute #1
(Common Core) California State Standards: English Language Arts/Literacy (adopted August 2010)

Institute #2
(Common Core) California State Standards: Mathematics (adopted August 2010)

Institute #3
California State Standards: English Language Development (adopted November 2012)

Other State Standards (adopted various dates)

Common Core en Español: Lecto-escritura y Matemáticas (desarrollados y publicados en 2012)

Estándares estatales de California para el desarrollo del español (serán publicados en 2015)
Please review samples of scaffolds from Session IV. Select one you believe would work well (in Spanish or English). Share which level(s) of proficiency you think it best supports and why.
Institute #5 - Thematic Unit Development for Language Learners
Today’s Three-Ring Circus

1st Grade
Mathematics + Language Development + Literacy

4th Grade
Social Studies + Language Development + Literacy

6th-9th Grade
Science + Language Development + Literacy
Let’s outline units and craft lessons

Find and open:
- the sample: “Unit_Outline_sample”
- the template: “Unit_Outline_template”
Step 1: Select a Theme

Either select a theme based on your goals (BEST)

or

Discern a theme based on your available texts (Common)
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)
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.*
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
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
Backwards Design Template - Grant Wiggins

Stage 1 - Desired Results

<table>
<thead>
<tr>
<th>Established Goals:</th>
<th>Essential Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?</td>
<td>What provocative questions will foster inquiry, understanding and transfer learning?</td>
</tr>
</tbody>
</table>

**Understandings:**
*Students will understand that…*
- What are the big ideas?
Practice Step 1: Discern a Theme

1. Read the texts you have been assigned.
2. Consider any “Big Ideas” or “Topics”
3. Examine the state standards for your subject (mathematics, science, or history/SS)
4. 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
5. Propose a theme and unit title based on that team (which will be voted on by your peers)
Step 2: Determine Essential Understandings and Essential Questions

After your theme has been narrowed, write down big idea(s) to be understood through study and experience, as well as questions that will foster that understanding.
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>Enduring Understanding (for the teacher)</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”
1. Using the printed copy of the “Unpacking Standards Template,” record you established goal(s).

2. Deconstruct the critical terms (nouns, adjectives, verbs)

3. Use the other side to commence “Identifying Essential Questions and Understandings”
Unpacking Standards

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

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?
Practice Step 2: Determine Essential Understandings and Essential Questions

1. Using the printed copy of the “Unpacking Standards Template,” record you established goal(s).
2. Deconstruct the critical terms (nouns, adjectives, verbs)
3. Use the other side to commence “Identifying Essential Questions and Understandings”
Identifying Essential Questions and Enduring Understandings

Please find the document titled “Sample_Thematic UnitPlanning_California1850to1950”

Essential Questions:
- 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?

Understandings:
- 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.
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.
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?
Unpacking Standards Template

Please locate the document titled “Unpacking Standards Template”
Step 3: Derive a Final Assessment

1. Working with your theme, propose a performance task for the end of unit.

2. Prepare to have your idea voted on by your peers.
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.
<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,</td>
<td>Chinese</td>
</tr>
<tr>
<td></td>
<td></td>
<td>California Statehood</td>
<td></td>
</tr>
<tr>
<td>10 days</td>
<td>1900-1929</td>
<td><strong>Migration</strong>, Immigrants, Agriculture,</td>
<td>Mexican</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Film Industry, Stock Market Crash,</td>
<td>Europeans (Eastern)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Education System</td>
<td>East Asian (Filipino, others)</td>
</tr>
<tr>
<td>10 days</td>
<td>1930-1939</td>
<td><strong>Dust Bowl</strong>, Great Depression,</td>
<td>MidWestern American,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Irrigation</td>
<td>esp. Oklahomans</td>
</tr>
<tr>
<td>10 days</td>
<td>1940-1950</td>
<td><strong>Defense Industry</strong>, World War II</td>
<td>Japanese</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>African American</td>
</tr>
<tr>
<td>2 days</td>
<td>Final project: documentary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Practice Step 3: Derive a Final Assessment

Either develop a unit performance task (BEST) or determine other evidence you will collect (CHALLENGING)
Example of a Performance Task

TASK:
(4th Grader) Express an opinion piece on whether or not migrant farmworkers are coming to California for the same reasons today as during the Dust Bowl.

CONTEXT:
• Part of an 8 week California history unit 1850-1950 (a student documentary is the final culminating project)
• PT is the end product of a 2 week segment (10 days of instruction) focused on the Depression and Dust Bowl
• During that time students will have closely read several texts about the Dust Bowl

FORMAT: formal essay, digital story or video
Example of a Performance Task

Part I (30 minutes): content and background
- Short video about the Dust Bowl
- Historical photographs about Dust Bowl refugees
- 2 fourth grade level one-page articles (Dust Bowl migrants, current day migrant farmworkers)
- 3 constructed-response questions addressing summarization

Part II (60 minutes): production of an opinion piece
- Prompt-driven, rubric bound
- Individually completed
- Annotations can be used, as well as electronic spellchecker
- Pre-write, draft and revision to be scored
Step 4: Propose Learning Activities

- Inventory the time “blocks” available for your instruction
- Use a timeline to plot out your lesson plans
# Unit Fit in School Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Duration</th>
<th>Subject(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 - 10:00</td>
<td>(90 min)</td>
<td>History/SS + Language Arts</td>
</tr>
<tr>
<td>10:00 - 10:15</td>
<td>(15 min)</td>
<td>RECESS</td>
</tr>
<tr>
<td>10:15 - 11:10</td>
<td>(55 min)</td>
<td>History/SS + Language Arts</td>
</tr>
<tr>
<td>11:10 - 11:40</td>
<td>(30 min)</td>
<td>D-ELD</td>
</tr>
<tr>
<td>11:40 - 12:30</td>
<td>(50 min)</td>
<td>LUNCH</td>
</tr>
<tr>
<td>12:30 - 1:30</td>
<td>(60 min)</td>
<td>Math</td>
</tr>
<tr>
<td>1:30 - 2:15</td>
<td>(45 min)</td>
<td>Science</td>
</tr>
<tr>
<td>2:15 - 2:35</td>
<td>(20 min)</td>
<td>PE</td>
</tr>
</tbody>
</table>
## Unit Scope and Sequence

<table>
<thead>
<tr>
<th>TIME FRAME</th>
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<th>HISTORICAL TOPICS</th>
<th>POPULATIONS</th>
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<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>
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<td><strong>Defense Industry</strong>, World War II</td>
<td>Japanese African American</td>
</tr>
<tr>
<td>2 days</td>
<td>Final project: documentary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Practice Step 4: Propose Learning Activities

1. Determine the unit of time for your daily unit instruction
2. Identify how long to spend on each text (and how much of each text).
3. Create a timeline to propose the sequence of lessons for each text
4. Add the time segments needed for the final performance task
Step 5: Outline the Unit Plan Lessons

- Create a table to sketch out an instructional sequence
- Texts/Activities
- Overall Lesson Goals
- Learning intentions/targets
- Standards
<table>
<thead>
<tr>
<th>Lesson Text/Activities</th>
<th>Lesson Goals</th>
<th>Learning intentions/targets</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1:</td>
<td>(often are “Can do” statements)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 2:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 3:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Weeks 5 & 6:
The Dust Bowl
1930-1939

Debbie Bygland and Jorge Cuevas Antillón, SDCOE
# Close Reading Timeline

<table>
<thead>
<tr>
<th>TEXT</th>
<th>Lesson</th>
<th>Reading Objectives</th>
<th>Lang. Arts Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> <em>Children of the Dust Days</em></td>
<td><strong>1st Phase</strong>&lt;br&gt;(Key Ideas and Details)&lt;br&gt;<em>What does the text say?</em></td>
<td>● Determine main idea and recount key details; Summarize Chapter 1&lt;br&gt;● Explain historical events</td>
<td>RI.4.2&lt;br&gt;RI.4.3&lt;br&gt;SL.4.1</td>
</tr>
<tr>
<td><strong>Genre:</strong> Informational - History / Social Science</td>
<td><strong>2nd Phase</strong>&lt;br&gt;(Craft and Structure)&lt;br&gt;<em>How does the text work?</em></td>
<td>● Describe the structure of the text&lt;br&gt;● Demonstrate understanding of simple similes</td>
<td>RI.4.5&lt;br&gt;L.4.5a&lt;br&gt;SL.4.1</td>
</tr>
<tr>
<td><strong>Lexile:</strong> 840</td>
<td><strong>3rd Phase</strong>&lt;br&gt;(Integration of Knowledge and Ideas)&lt;br&gt;<em>What does the text mean?</em></td>
<td>● Interpret information presented visually&lt;br&gt;● Explain how the author uses reasons and evidence to support points in a text.</td>
<td>RI.4.7&lt;br&gt;RI.4.8&lt;br&gt;SL.4.1</td>
</tr>
<tr>
<td><strong>Write About the Text</strong></td>
<td></td>
<td>Writing to Sources: Opinion&lt;br&gt;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.</td>
<td>W.4.1&lt;br&gt;W.4.4&lt;br&gt;W.4.9b</td>
</tr>
<tr>
<td><strong>Wrap Up</strong></td>
<td></td>
<td>Assess text –dependent reading</td>
<td></td>
</tr>
</tbody>
</table>
Unit Timeline

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

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

First Day
Unit Timeline

Week 5

*Children of the Dust Days*

Phase 1: Searching for a Better Life

First Day: Phase 2

Phase 3
Unit Timeline

Week 5

*Children of the Dust Days*

Phase 1

How does the text work?

What does the text say?

Phase 2

Phase 3

What does the text mean?
Step 6: Embed ELD/SLD into Lessons

- Each time a lesson is developed, review ELD standards and strategies for scaffolding/differentiating.
- Include Part I and Part II language development.
Practice Step 6: Embed ELD/SLD Lessons

1. Narrow down a first (unit introduction) lesson
2. Propose ELD/SLD standards/strategies for it
3. Prepare to have your peers vote on it
SELF-GUIDED PRACTICE
TO CREATE
SAMPLE SCIENCE
THEMATIC UNIT

To be created by Project Core Teacher Candidates
Thematic Unit Development: Guided Practice

1. Find a partner

2. Collect
   a. a copy of each of the texts titled:
      i. “Energy Resources Around the World / Recursos energéticos alrededor del mundo” +
      ii. “Energy Sources: The Pros and Cons / Fuentes de energía”
   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”
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]
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]
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?
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?
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 discuss some possible essential questions & understandings.
Complete a Unit Outline

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

**Sample Unit Overview: Earth's Natural Resources**

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

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

How well can I...

- commence and outline planning with elementary or secondary texts?
- integrate language-literacy-content into lesson planning?
- share and embed language development strategies into instructional planning?
NEXT TIME:

Friday, May 12, 2016

Location: HERE
at Pt. Loma Nazarene University
Evaluación
Closure
Most of the next generation of humans (children, grandchildren) will have an equal or better quality of life.

YES  NO
SDSU Announcements