

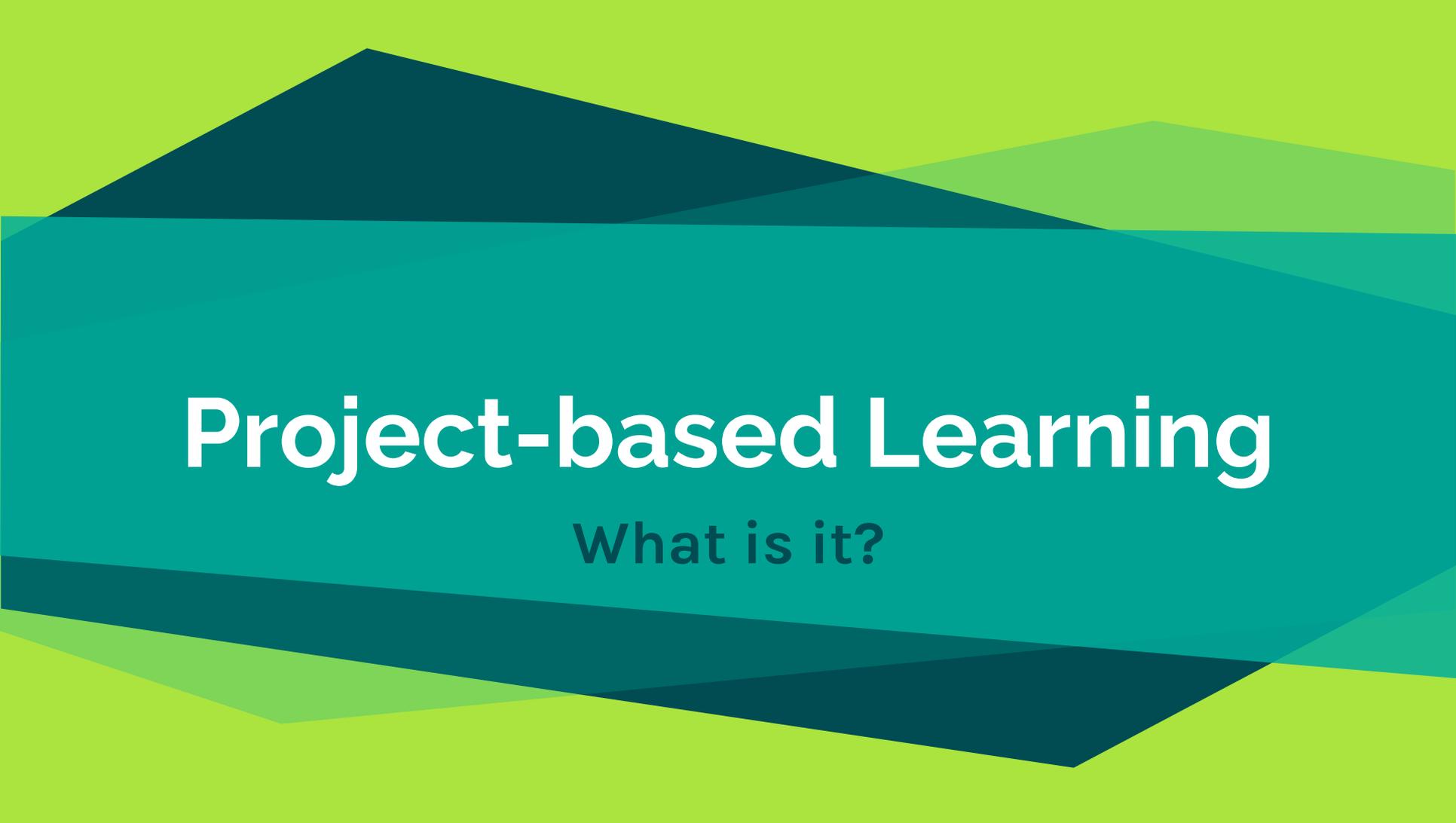
Crossing Borders

A Cross-Content Teaching Plan

Today's materials: <https://goo.gl/WkDRk6>

Today's Objectives

1. Define project and identify potential ideas
2. Explore an example project-based cross-content unit
3. With guided support, create a cross-content unit plan to be used in your classes
4. Share created cross-content unit plans with other participants

The background features a series of overlapping, semi-transparent geometric shapes in various shades of green and teal. The shapes are layered to create a sense of depth and movement, with some appearing as peaks and others as valleys. The overall effect is a modern, abstract landscape.

Project-based Learning

What is it?

Project-based Learning (PBL)

What is PBL?

- ◆ Teaches literacy skills and content for a purpose
- ◆ Students create an end product that is useful and used outside the classroom

Why PBL?

- ◆ Improve student engagement
- ◆ Improve student learning
- ◆ Improve opportunities for differentiation

Project - Baseline Criteria

- focused on **student learning goals**, including standards-based content and skills
- framed by a **meaningful** problem or a question
- engages students in a rigorous, **extended process** of asking questions, finding resources, and applying information
- provides opportunities to give, receive, and use **feedback to improve** their process and products

Project - Ideal Criteria

- features **real-world** context, tasks and tools, quality standards, or impact – or speaks to students’ personal concerns, interests, and issues in their lives
- gives students some **decisions** about the project
- creates spaces to **reflect on learning**, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.
- student make their work public by explaining, displaying and/or presenting it to people **beyond the classroom**

Unit Outline

1. **Launch**: engage student interest & build background knowledge
2. **Read & Research**: read texts for information, structures, and procedures
3. **Write & Research**: draft final product and read additional texts as needed
4. **Revise & Edit**: check/correct draft for completeness & accuracy of information/ideas, organization, writing conventions to prepare for final presentation
5. **Present & Celebrate**: convey final product to and seek feedback from intended audience, celebrate accomplishments

Instructional Strategies

- ◆ **Reading & research**
 - ◆ Read aloud & model reading strategies
 - ◆ Annotate texts & take notes
- ◆ **Writing & research**
 - ◆ Think aloud & model writing strategies
 - ◆ Imitate author's writing & writing frames
- ◆ **Revising & editing**
 - ◆ Feedback sheets
 - ◆ Peer review & edit

Modeled Practice

A Cross-Content Unit Plan

Sample Unit <https://goo.gl/M0aM7K>

Overview and Rationale

- ◆ Identify and analyze the concept of civilizations and factors influencing their development
- ◆ Develop an infographic to communicate learning about civilizations both visually and in writing
- ◆ Areas of high student need
- ◆ Cross-content applications
- ◆ Cross-context adaptations

Unit Objectives

- ◆ Define civilization, describe characteristics & development of civilizations
- ◆ Identify and write main idea & supporting details in text
- ◆ Synthesize information from two texts
- ◆ Write summary of text including main idea and details
- ◆ Read and create annotated map of migration history
- ◆ Write and correct sentences for completion & writing conventions
- ◆ Determine meaning from context and using word parts
- ◆ Determine audience & purpose and write accordingly

Assessments

Formative

- ◆ Class, small group, and individual discussions
- ◆ Proofread personal writing for completion with writing conventions
- ◆ Write summaries of texts including main idea and supporting details
- ◆ Create annotated maps of civilization and personal migration

Summative

- ◆ Create an infographic that describes a civilization and its development and includes an appropriate graphic to enhance reader understanding

Unit Organization

- ◆ Reflect on sharing experience & feedback
- ◆ Share projects with others and receive feedback
- ◆ Create an infographic of a researched civilization
- ◆ Choose and research a civilization
- ◆ Explore the history of a civilization together
- ◆ Define civilization & identify characteristics
- ◆ Examine personal migration histories
- ◆ Differentiate prehistoric vs. historic

Unit Instructional Strategies

- ◆ KWL charts
- ◆ Graphic organizers
- ◆ Close reading
- ◆ Summarize texts
- ◆ Locate vocabulary in context
- ◆ Group presentation jigsaw
- ◆ Map annotating
- ◆ Pattern identification for vocabulary & grammar
- ◆ Note-taking
- ◆ Text annotating
- ◆ Text imitation
- ◆ Model development and examples
- ◆ Group brainstorming

How can this work in your context?

Turn & talk with others to brainstorm ideas



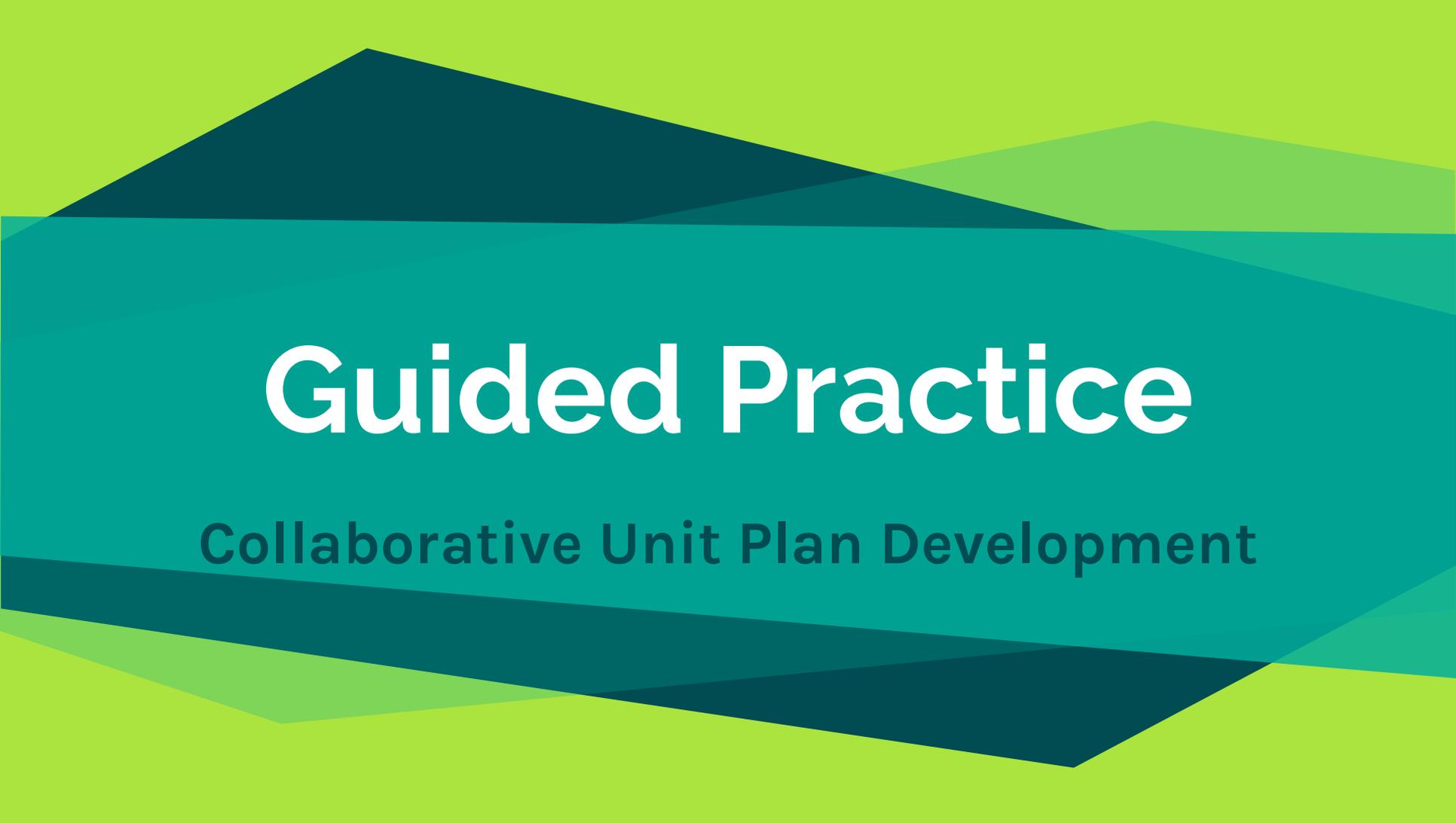
Let's take a break....

10 minutes

Guided Practice

Combined Resource Unit Example

Combined Resource Unit <https://goo.gl/Ei6lOQ>



Guided Practice

Collaborative Unit Plan Development

Unit Plan Overview

Which areas will this unit focus on?

- ◆ What test areas will this unit focus on?
- ◆ What standards will this unit focus on?
- ◆ What other areas will this unit focus on?

Remember this is about the focus of the unit

Unit Objectives

What will learners know and be able to do in the end?

- ◆ What skills will they gain?
- ◆ What knowledge will they gain
- ◆ What vocabulary will they need?
- ◆ What background knowledge will they need?

Assessments

How will you know they get it?

Formative

- ◆ What evidence will you collect that demonstrates acquisition or lack of it?
- ◆ What will you use to immediately and/or quickly inform your instruction throughout the unit?

Summative

- ◆ What evidence will you have that demonstrates student learning to you, the student, and others?
- ◆ What will you use to inform future instruction for this student?

Unit Outline

How will you organize the unit?

- ◆ What steps will your learners need to move through?
- ◆ What order will make the most sense for your learners?
- ◆ What order is needed to scaffold instruction for learner success?

Work backwards from your end goal to where your students are now

Instructional Strategies

How will you explicitly teach this unit?

- ◆ What reading strategies will you use with your learners?
- ◆ What writing strategies will you use with your learners?
- ◆ What revision & editing strategies will you use with your learners?
- ◆ What language strategies will you use with your learners?
- ◆ What content acquisition strategies will you use with your learners?

Share Out

What did you come up with?

Questions?

Did you get what you came for?

Thank you!

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