Reaching for Success: How Thoughtful Planning of Integrated Lessons Help All Students Achieve Success
Part 1

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This or that?

Coffee or Tea?

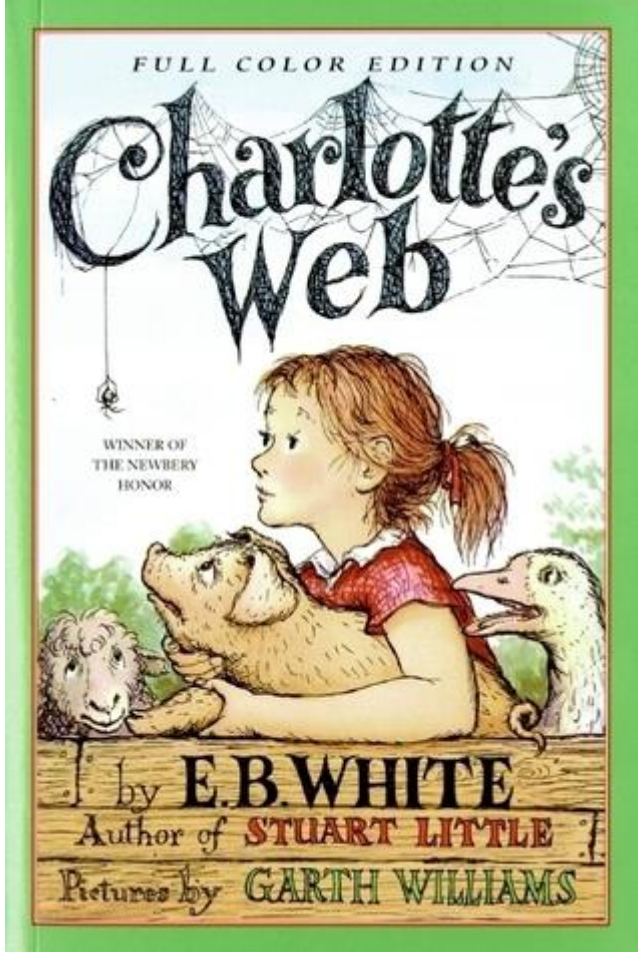
This or that?

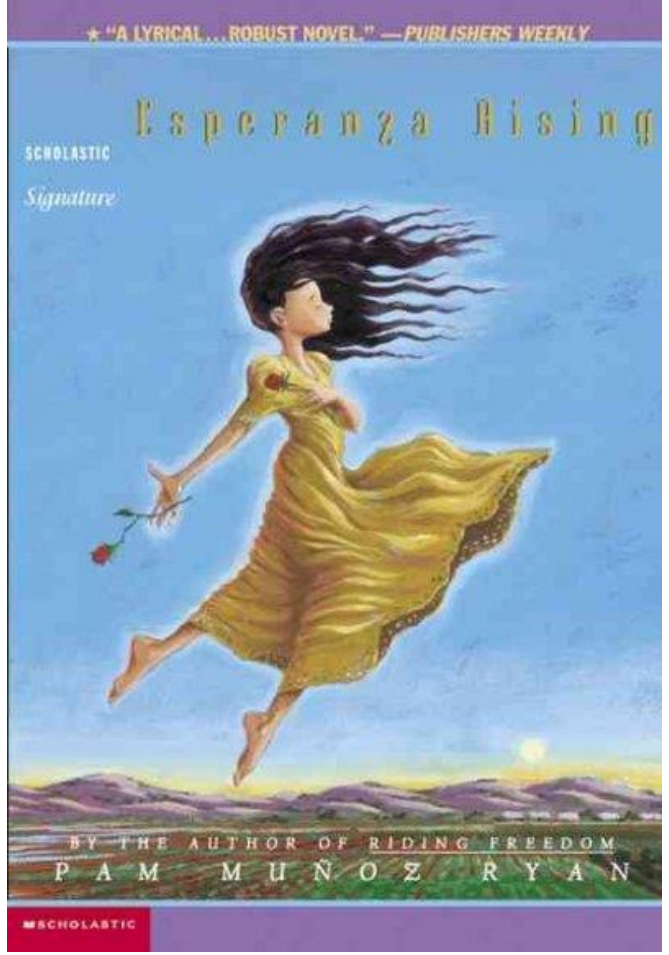
Pool or Beach?

This or that?

Winter or Summer?

This or that?



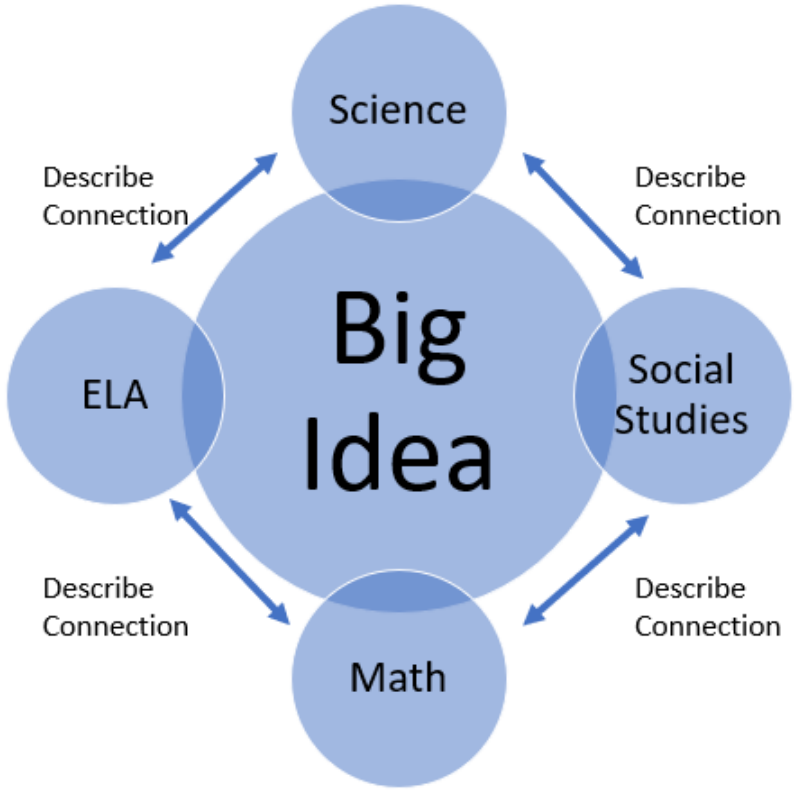


Classic or Contemporary?

This or that?

Collaboration or Independent?

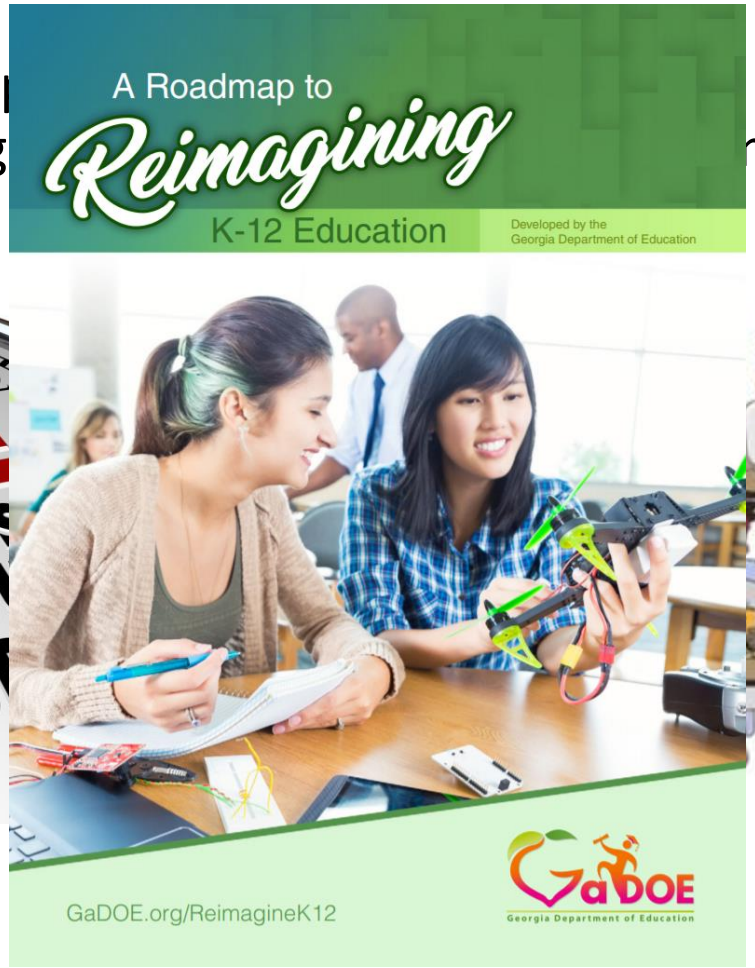
What is the Goal?



- Explore the process for developing interdisciplinary units designed for all students.
- Begin working through the process of dissecting standards and identifying those that will lead to authentic connections.
  - In part 2 of this session, we will come together to use these standards to build an interdisciplinary unit.

Why Content Integration?

Save time by covering multi
and cover concepts thoroug
me to meet student needs.



Why Content Integration?

- Robust engagement with the material.

Why Content Integration?

- Students finish lessons with deeper understanding.

Teaming Up

- Teachers
  - Teachers of various content areas
  - Teacher teams
  - Special education teachers

- Buy in
  - Discuss why
  - Discuss goals
  - Plan together
  - Start small
  - Give each other feedback
  - Actively listen to one another

What Do You Notice?

3rd Grade
Choice Board Tasks and Activities

Option 1: Location
Does Where We Live Matter?

- Pretend you are an explorer or the leader of a Native American tribe. Where would you settle and why? Think about the plants, animals, and features of the location. Create a journal entry, news report, infographic, or information piece to show your thinking. Remember to use evidence.
- Now, think more about the plants and animals in the area that you have chosen to settle. Why do they survive in this area and not in another? Choose a way to share your thinking through writing, pictures, or words.
- Write a narrative from the perspective of an explorer.

SS3H1, SS3H2, S3L1c, ELAGSE3W3

Option 3: Explorers
How did the explorers survive?

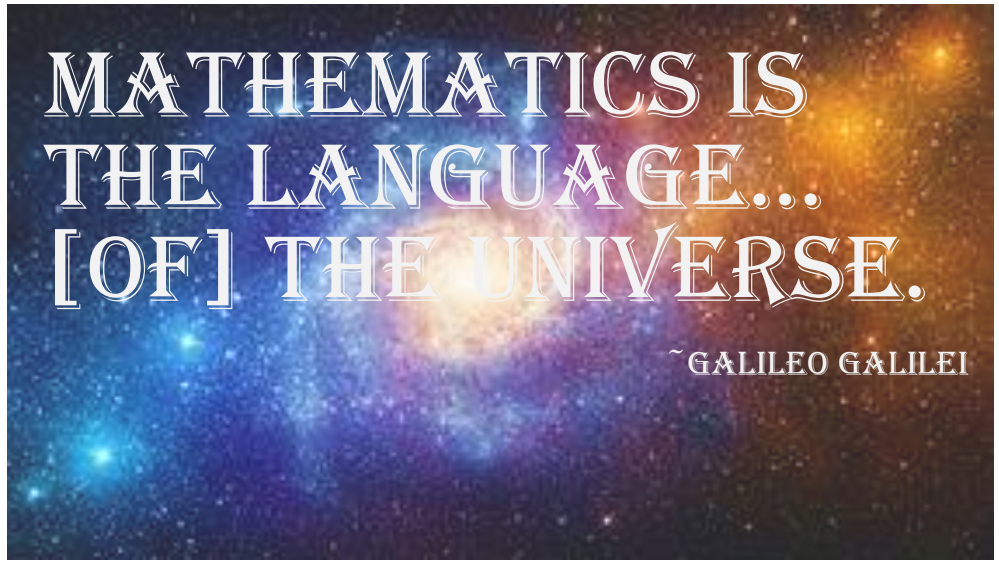
- What do people need to survive? Observe what your family does to survive. Then apply what you noticed to the explorers, how did they adapt to the environments that they traveled in? Choose a way to share your thinking through writing, pictures, or words.
- Identify some sources of heat. Think about what explorers would need to do to stay warm or cold and then design a device/structure that would have helped the explorers stay warm or cool. Your device/structure must have a way to monitor the temperature. Use a number line to display the temperatures from 32º to 100º. Display 3 different temperatures your explorer may experience. Round the temperature to the nearest 10.
- Create a character web to identify the character traits of one of the explorers.

S3P1a, S3P1c, SS3G3b, ELAGSE3RI3, MGSE3.NBT.1

Where Did We Start?

- We started with Science and Social Studies.
- Then we identified standards that were a good fit to the science and social studies standards.

What is Used to Explain Real-Life Phenomenon?



Moving beyond Data and Statistics:

- Consider the (quantifiable) problems in history or current events. The contextual, mathematical situations come through the story being told by the events.
- Consider ways to model the phenomenon discussed in science (Mathematical Modeling).

What makes a good fit?

- Is it authentic?
- Are standards from each content addressed appropriately?
- Is the connection natural or forced?
- Is the outcome worth the time and effort required?

Natural or Forced?

Social Studies: SS4G2

- **Describe how physical systems affect human systems.** Explain how each force (American and British) attempted to use the physical geography of each battle site (Lexington and Concord, Saratoga, and Yorktown) to its benefit.

Math: MGSE4.MD.3

- Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.

Science: S4E3

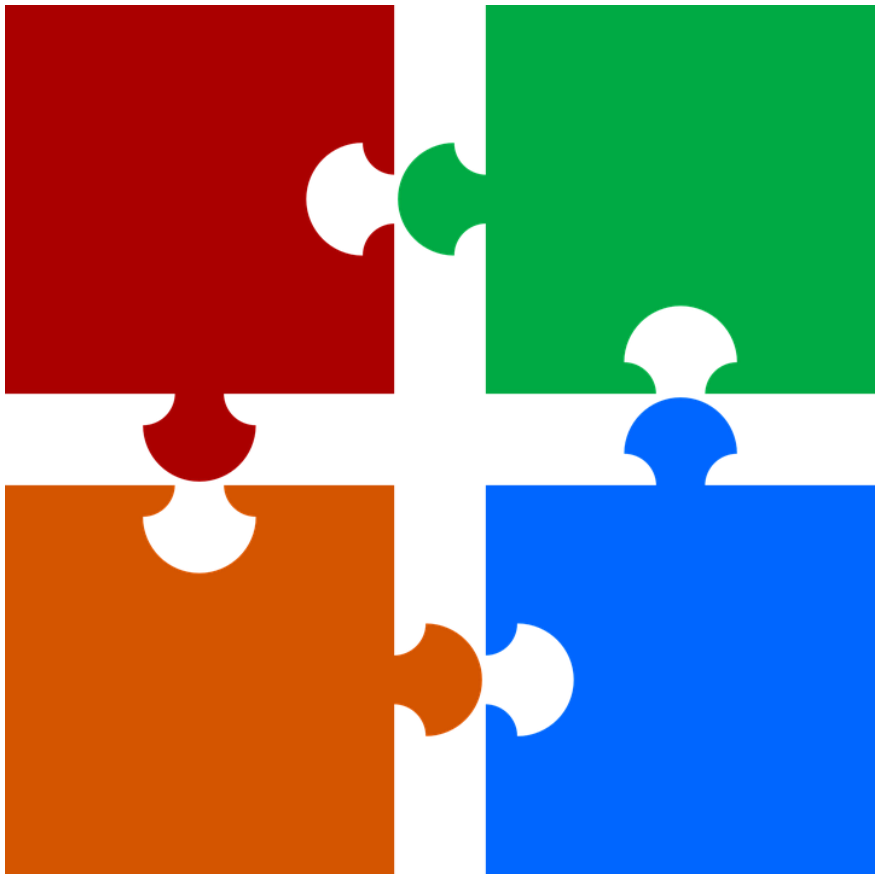
- **Obtain, evaluate, and communicate information to demonstrate the water cycle.** Plan and carry out investigations to observe the flow of energy in water as it changes states from solid (ice) to liquid (water) to gas (water vapor) and changes from gas to liquid to solid.

English Language Arts: ELAGSE4RL2

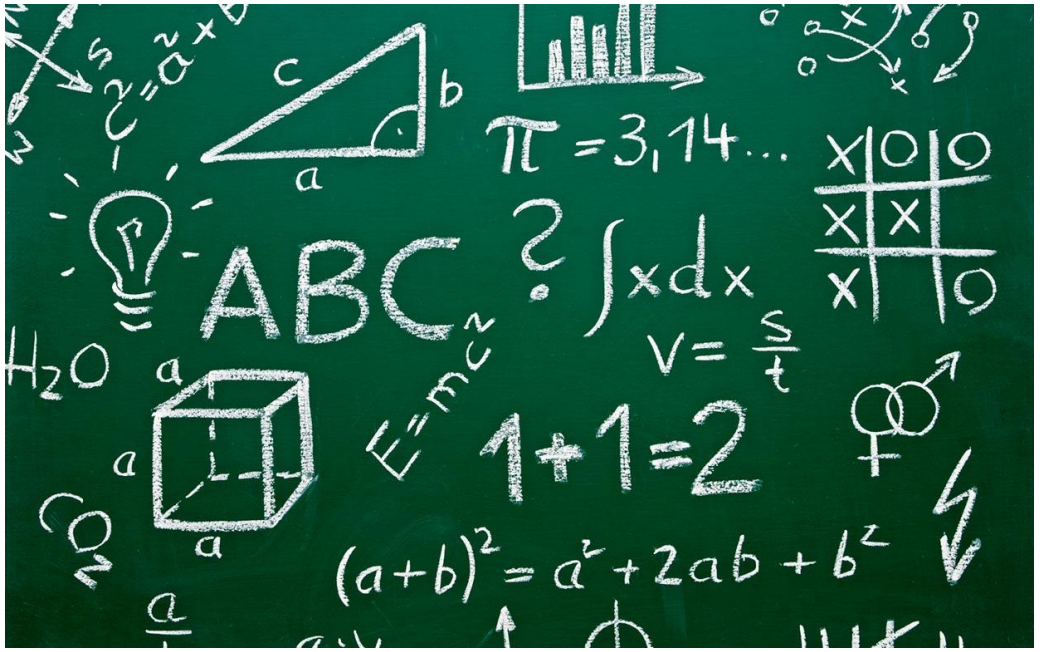
- Determine a theme of a story, drama, or poem from details in the text; summarize the text

How Can I Identify Standards That Work Well Together?

- Break the standards down.
  - What is the standard asking students to do?
  - What are the big ideas?
  - What are the key concepts?
  - What would mastery look like for this standard?
  - What connections could you see between the content?



What Did We Learn?



- Comparing standards across content areas requires intentional planning and dedicated time for collaboration.
- There's more than one way to start…we decided to change it up as we design more integrated lessons and activites.

Steps to Create Your Own

- Determine the standards that correspond to the grade/course you teach.
- Find a thought partner.
- Compare your standards with the standards of the other content areas.
- Identify standards that might be able to easily lead to other content areas.

Steps to Create Your Own

- Do **NOT** force the standards and activities together.

- Only choose standards that fit together easily.

Steps to Create Your Own

- As part of looking over the standards pay attention to verbs.
  - What are the students being asked to do?
  - Then use the verbs to help with alignment of standards across content areas.
- Science and Engineering Practices
- Pervasive Lesson Practices for ELA
- Connecting Themes and Enduring Understandings
- Mathematical Practices

Now It's Your Turn...

https://bit.ly/3wL8Pln

- Look at the standards on the Jam board.
  - What connections do you notice?
  - Do these standards fit together naturally?
- Use sticky notes to record your observations.

Exploring Connections

Option 3: Explorers
How did the explorers survive?

- What do people need to survive? Observe what your family does to survive. Then apply what you noticed to the explorers, how did they adapt to the environments that they traveled in? Choose a way to share your thinking through writing, pictures, or words.
- Identify some sources of heat. Think about what explorers would need to do to stay warm or cold and then design a device/structure that would have helped the explorers stay warm or cool. Your device/structure must have a way to monitor the temperature. Use a number line to display the temperatures from 32° to 100°. Display 3 different temperatures your explorer may experience. Round the temperature to the nearest 10.
- Create a character web to identify the character traits of one of the explorers.

S3P1a, S3P1c, SS3G3b, ELAGSE3RI3, MGSE3.NBT.1

Example Templates

Science	Connection	Social Studies
Connection	**BIG IDEA**	Connection
Mathematics	Connection	English Language Arts

Science: Sources of heat energy (sunlight, burning, friction) Warming effects of the sun	***Connection:*** • Identify heat sources in your environment. • Explore how to make heat using just your hands. • How could explorers use heat energy to their advantage? • Why would identifying and designing heat sources be important for the explorers? • What are causes and effects of warming by the sun? • Develop a model of your device that is meant to decrease the warming effect of the sun on a surface and then describe how it functions. • Describe the process of creating the device/structure explorers could create heat. • Describe what happens to surfaces in the sun. Compare and contrast that to surfaces in the shade.	Social Studies: Early explorers Hardships Plans/Goals Achievements
Connection: • To the nearest 10 degrees, measure the temperature in the sun and then measure the temperature in the shade. • Design a device using everyday materials to increase or decrease the warming effects of the sun on various materials. Within these contexts, discuss the temperatures in terms of the nearest 10 degrees. • Collect data and explain about how well the device you designed impacts heating and cooling by measuring the temperature when using the device.	**BIG IDEA:** **Explorers** **How did the explorers survive?**	***Connection:*** • *Write about conditions from the perspective of the explorers: journals, letters, writing out a skit or role play* • *Shared/Interactive/Independent Reading: Read alouds, articles, journals, videos regarding conditions explorers faced* • *Stop and jots* • *Venn diagrams comparing and contrasting conditions that groups faced* • *Retelling and sequencing of events*
Mathematics: • Rounding as a strategy for everyday situations when exact answers are not needed • Rounding based contexts • Meaning of places in a number	***Connection:*** • Sequencing using the number line. • Explain using signal words	English Language Arts: • Notice words that indicate sequence or time, words like "next," "then," "after," and use them effectively in writing and speaking • Describe how time, sequence, and cause/effect relate to past events, scientific concepts, or technical procedures from informational text

Example Templates

BIG IDEA: Explorers. How did the explorers survive?

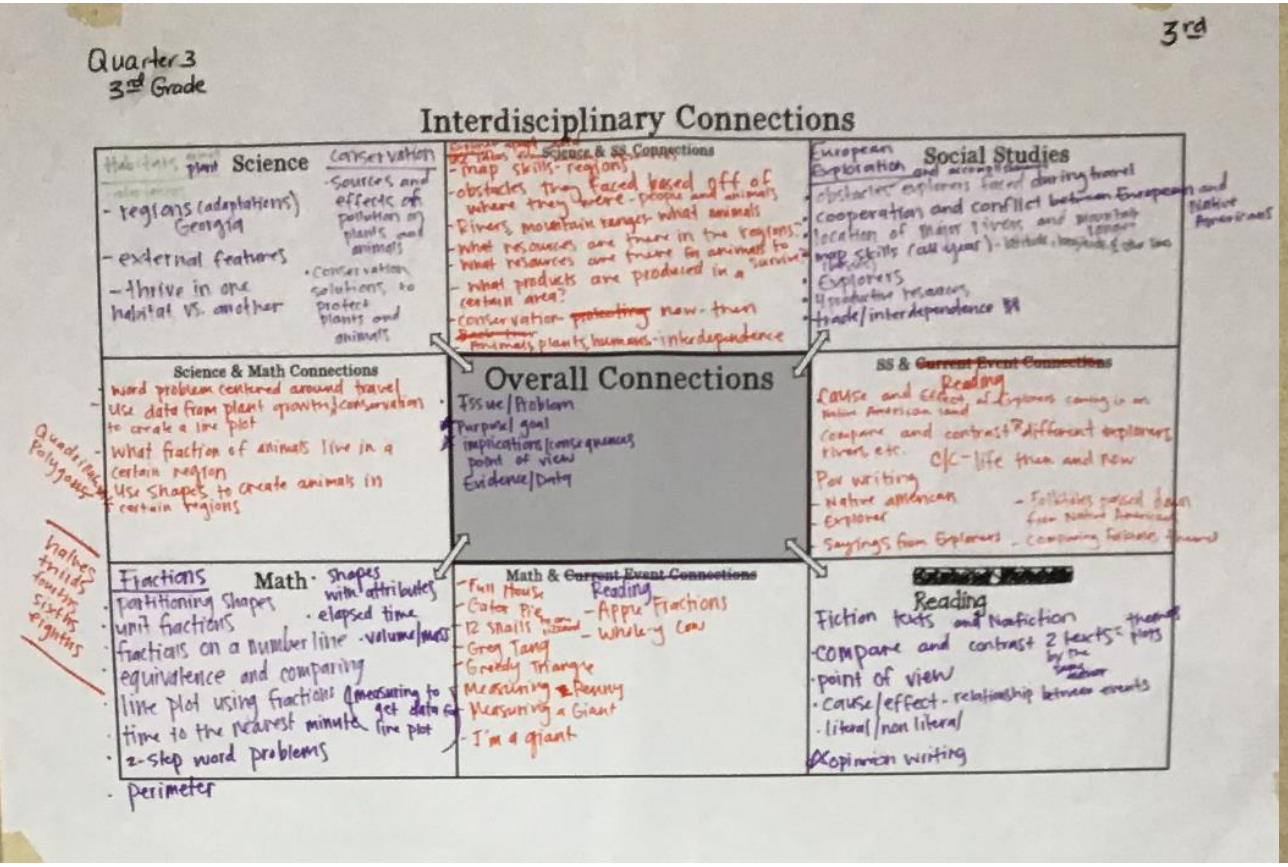
English Language Arts:	Connection:	Science:	Connection:	Social Studies:
Additional Information/Timeline?/ Teacher needs		Connection:	Big Ideas, Read Alouds, Assessments, Standards, etc.	Connection:
Social Studies:	Connection:	Math: •	Connection:	English Language Arts:

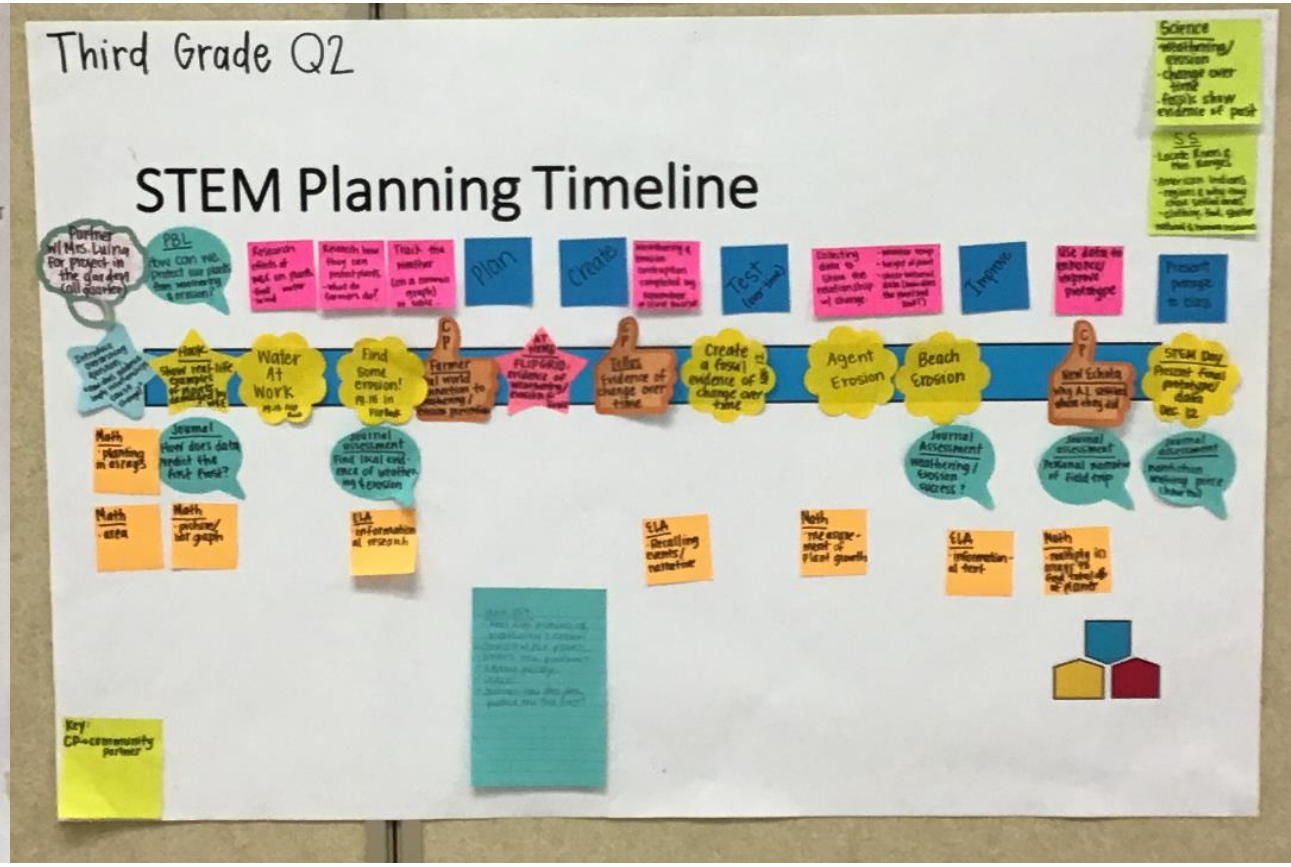
English Language Arts: • Notice words that indicate sequence or time, words like "next," "then," "after," and use them effectively in writing and speaking • Be able to describe how time, sequence, and cause/effect relate to past events, scientific concepts, or technical procedures from informational text	**Connection:** • What are causes and effects of warming by the sun? • Develop a model of your device that is meant to decrease the warming effect of the sun on a surface and then describe how it functions. • Describe the process of creating the device/structure explorers could create heat. • Describe what happens to surfaces in the sun. Compare and contrast that to surfaces in the shade.	**Science:** • Sources of heat energy (sunlight, burning, friction) • Warming effects of the sun	**Connection:** • Identify heat sources in your environment. • Explore how to make heat using just your hands. • How could explorers use heat energy to their advantage? • Why would identifying and designing heat sources be important for the explorers?	**Social Studies:** • Early explorers • Hardships • Plans/Goals • Achievements
Additional Information/Timeline?/ Teacher needs		**Connection:** • To the nearest 10 degrees, measure the temperature in the sun and then measure the temperature in the shade. • Design a device using everyday materials to increase or decrease the warming effects of the sun on various materials. Within these contexts, discuss the temperatures in terms of the nearest 10 degrees. • Collect data and explain about how well the device you designed impacts heating and cooling by measuring the temperature when using the device.	Big Ideas, Read Alouds, Assessments, Standards, etc.	**Connection:** • Write about conditions from the perspective of the explorers: journals, letters, writing out a skit or role play • Shared/Interactive/Independent Reading: Read alouds, articles, journals, videos regarding conditions explorers faced • Stop and jots • Venn diagrams comparing and contrasting conditions that groups faced • Retelling and sequencing of events
Social Studies: • Early explorers • Hardships • Plans/Goals • Achievements	**Connection:**	**Math:** • Rounding as a strategy for everyday situations when exact answers are not needed • Rounding based contexts • Meaning of places in a number	**Connection:** • Sequencing using the number line. • Explain using signal words	**English Language Arts:** • Notice words that indicate sequence or time, words like "next," "then," "after," and use them effectively in writing and speaking • Be able to describe how time, sequence, and cause/effect relate to past events, scientific concepts, or technical procedures from informational text

Timeline

Sope Creek Elementary

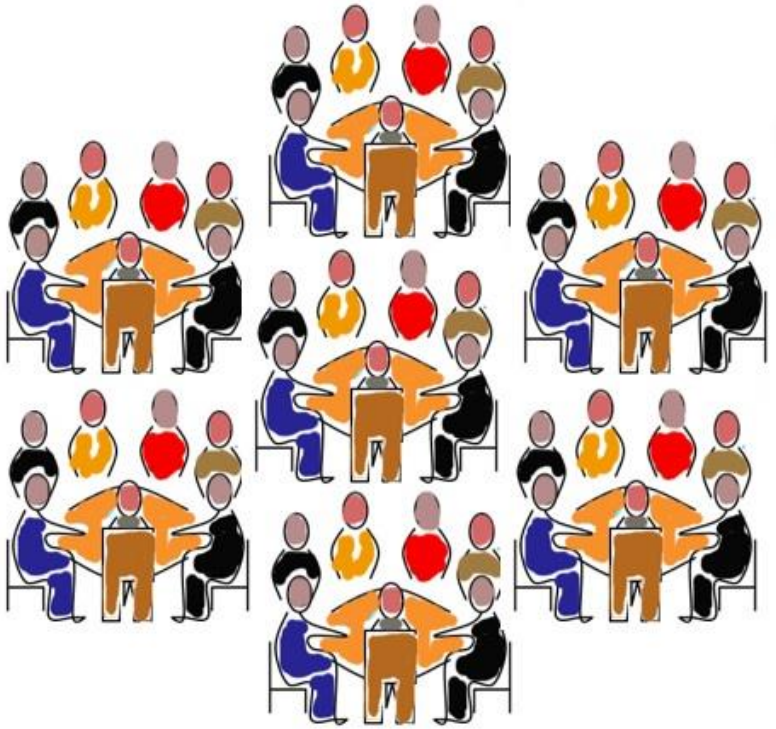
STEM Certified December 2019





Work Session

- We are going to use breakout rooms.
- Work with your group to do 2 things.
    1. Identify standards from at least 3 different content areas that would fit well together.
    2. Decide on a theme that ties all the standards together.
- Be prepared to share out.



Reflection

- What did your group discuss?
- Did your group settle on some standards that would work well together?
- What led your group to choose these standards?
- What worked well for your group?
- What was hard for your group?

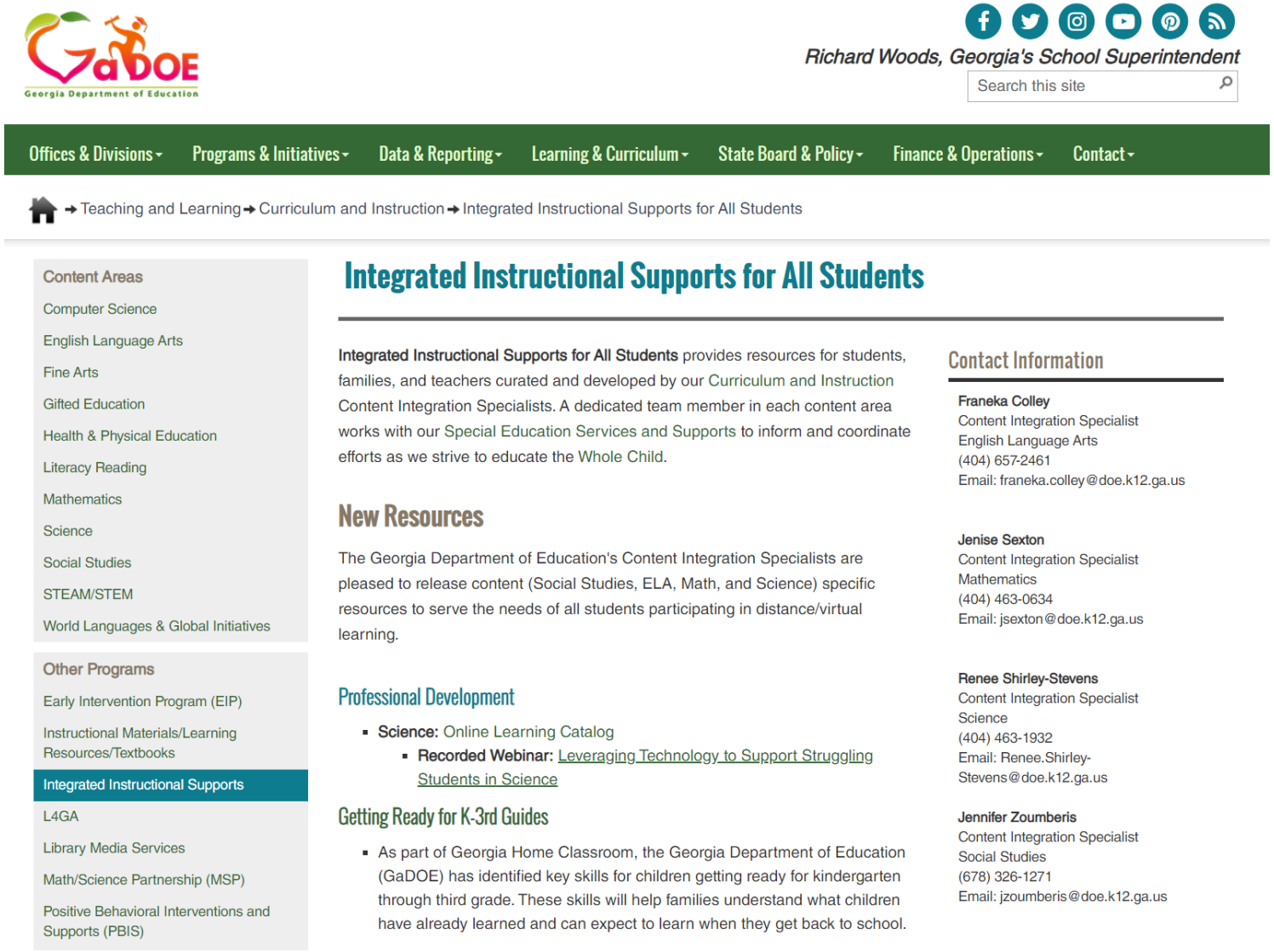
Culture of Collaboration for Students

- Model by showing teachers working together
- Get students to work together
- Provide feedback on collaboration

- Things to encourage:
  - Share ideas
  - Build on ideas of others
  - Focus on shared goals
  - Reflect on the work
  - Reflect on how collaboration is going
  - Feedback

Integrated Instructional Supports for All Students

Link: [Integrated Instructional Supports for All Students]



Supporting Students with Distance Learning Documents

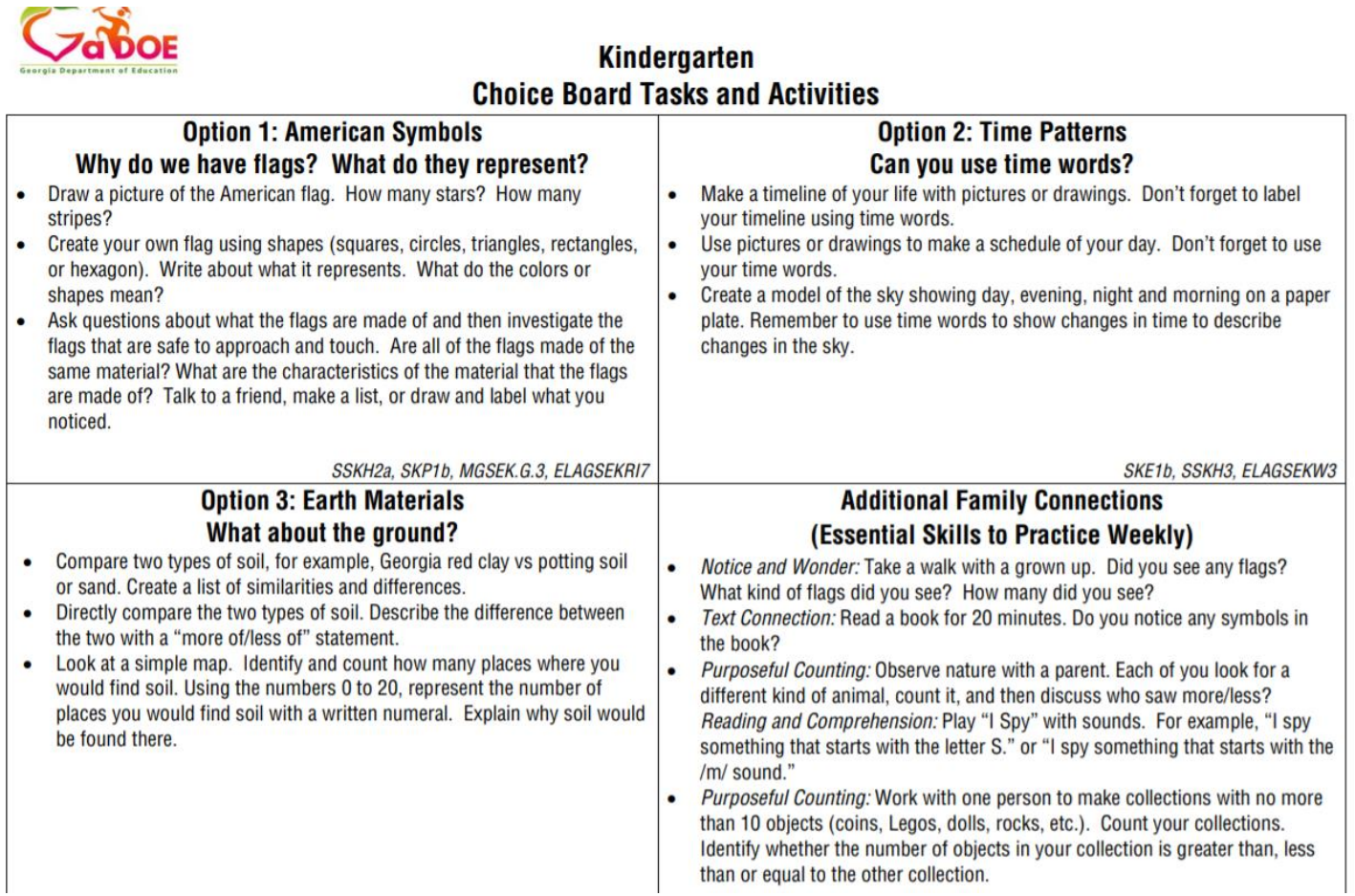
Supporting Students with Disabilities with Distance Learning

Plans for Support Teachers are encouraged to collaborate with parents or guardians as plans for support are developed.			
Choice of Tools	*Preferred Types of Activities	Aligning to IEP Goals	Documentation
✓ Learning Management System (LMS) ✓ Virtual Platform ✓ Telephone/Cell Phone Pencil/Paper	✓ Games ✓ Videos ✓ Discussions ✓ Puzzles ✓ Challenges	✓ Educators curate and/or share learning activities for families and students which support IEP goals. ✓ Students with 504 Plans and Individual Education Plans should be administered their standard classroom instructional accommodations.	✓ Development of a distance learning plan ✓ Document schedule of parent-teacher consultation ✓ Document accommodations offered to students ✓ Document communication to students

Instructional Ideas for Supporting Students with Disabilities Specially Designed Instruction, generally, is adapting content, methods, and/or instructional delivery to address the unique needs of a student.	
Time of Instruction	✓ Assignments in small chunks with high levels of student engagement ✓ A fraction of the face-to-face, classroom time ✓ Mini lessons for no more than 5-7 minutes ✓ Consider student interest
Student Choice	✓ Choice in demonstrating knowledge ✓ Choice in receiving information ✓ Choice Board of activities/tasks: low and no tech options ✓ Choice in what to study with help connecting to grade appropriate learning

Link:
Supporting Students with Distance Learning Document

Supporting Students with Distance Learning Documents



Kindergarten
Choice Board Tasks and Activities

Option 1: American Symbols
Why do we have flags? What do they represent?

- Draw a picture of the American flag. How many stars? How many stripes?
- Create your own flag using shapes (squares, circles, triangles, rectangles, or hexagon). Write about what it represents. What do the colors or shapes mean?
- Ask questions about what the flags are made of and then investigate the flags that are safe to approach and touch. Are all of the flags made of the same material? What are the characteristics of the material that the flags are made of? Talk to a friend, make a list, or draw and label what you noticed.

SSKH2a, SKP1b, MGSEK.G.3, ELAGSEKRI7

Option 2: Time Patterns
Can you use time words?

- Make a timeline of your life with pictures or drawings. Don't forget to label your timeline using time words.
- Use pictures or drawings to make a schedule of your day. Don't forget to use your time words.
- Create a model of the sky showing day, evening, night and morning on a paper plate. Remember to use time words to show changes in time to describe changes in the sky.

SKE1b, SSKH3, ELAGSEKW3

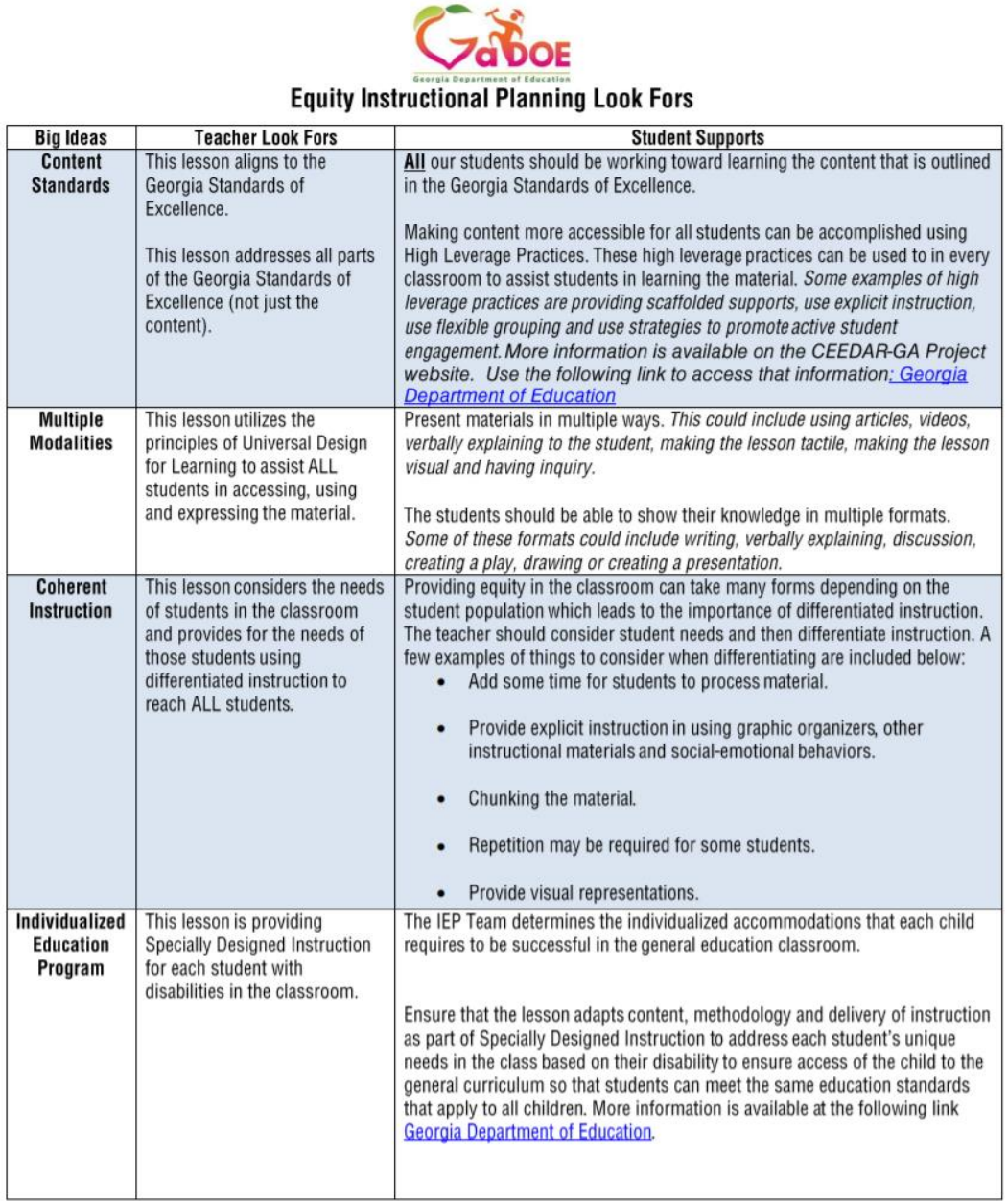
Option 3: Earth Materials
What about the ground?

- Compare two types of soil, for example, Georgia red clay vs potting soil or sand. Create a list of similarities and differences.
- Directly compare the two types of soil. Describe the difference between the two with a "more of/less of" statement.
- Look at a simple map. Identify and count how many places where you would find soil. Using the numbers 0 to 20, represent the number of places you would find soil with a written numeral. Explain why soil would be found there.

Additional Family Connections
(Essential Skills to Practice Weekly)

- *Notice and Wonder:* Take a walk with a grown up. Did you see any flags? What kind of flags did you see? How many did you see?
- *Text Connection:* Read a book for 20 minutes. Do you notice any symbols in the book?
- *Purposeful Counting:* Observe nature with a parent. Each of you look for a different kind of animal, count it, and then discuss who saw more/less? *Reading and Comprehension:* Play "I Spy" with sounds. For example, "I spy something that starts with the letter S." or "I spy something that starts with the /m/ sound."
- *Purposeful Counting:* Work with one person to make collections with no more than 10 objects (coins, Legos, dolls, rocks, etc.). Count your collections. Identify whether the number of objects in your collection is greater than, less than or equal to the other collection.

Link:
[Supporting Students with Distance Learning Document]



Equity Instructional Planning Look Fors

Big Ideas	Teacher Look Fors	Student Supports
Content Standards	This lesson aligns to the Georgia Standards of Excellence. This lesson addresses all parts of the Georgia Standards of Excellence (not just the content).	**All** our students should be working toward learning the content that is outlined in the Georgia Standards of Excellence. Making content more accessible for all students can be accomplished using High Leverage Practices. These high leverage practices can be used to in every classroom to assist students in learning the material. *Some examples of high leverage practices are providing scaffolded supports, use explicit instruction, use flexible grouping and use strategies to promote active student engagement. More information is available on the CEEDAR-GA Project website. Use the following link to access that information: Georgia Department of Education*
Multiple Modalities	This lesson utilizes the principles of Universal Design for Learning to assist ALL students in accessing, using and expressing the material.	Present materials in multiple ways. *This could include using articles, videos, verbally explaining to the student, making the lesson tactile, making the lesson visual and having inquiry.* The students should be able to show their knowledge in multiple formats. *Some of these formats could include writing, verbally explaining, discussion, creating a play, drawing or creating a presentation.*
Coherent Instruction	This lesson considers the needs of students in the classroom and provides for the needs of those students using differentiated instruction to reach ALL students.	Providing equity in the classroom can take many forms depending on the student population which leads to the importance of differentiated instruction. The teacher should consider student needs and then differentiate instruction. A few examples of things to consider when differentiating are included below: • Add some time for students to process material. • Provide explicit instruction in using graphic organizers, other instructional materials and social-emotional behaviors. • Chunking the material. • Repetition may be required for some students. • Provide visual representations.
Individualized Education Program	This lesson is providing Specially Designed Instruction for each student with disabilities in the classroom.	The IEP Team determines the individualized accommodations that each child requires to be successful in the general education classroom. Ensure that the lesson adapts content, methodology and delivery of instruction as part of Specially Designed Instruction to address each student's unique needs in the class based on their disability to ensure access of the child to the general curriculum so that students can meet the same education standards that apply to all children. More information is available at the following link Georgia Department of Education.

Equity Planning Look Fors

Link: Equity Planning Look fors Document

Supporting Students

Science Videos:

Reading, Writing, and Science: The Perfect Combination

What does literacy have to do with science? Everything! As students obtain, evaluate, and communicate information throughout courses and grades, literacy is an integral piece. Celebrate literacy with the GaDOE science team and author Jodi Wheeler-Toppen in the following video series. Find tips and strategies to support your science classroom being a space where students read, write, speak, and think. Consider using these resources and table tents that are shown in the videos.

Elementary:

- Integrating Writing and Science: An Introduction for Elementary School Teachers and Administrators
- Integrating Reading and Science: An Introduction for Elementary Teachers and Administrators
- Writing about Claims, Evidence, and Reasoning: For Elementary Educators
- Sentence Frames for Reading, Writing, and Forming Science Knowledge: For Elementary School and ESOL Teachers

Middle/High:

- Integrating Writing and Science: An Introduction for Middle and High School Teachers and Administrators
- Integrating Reading and Science: An Introduction for Middle and High School Teachers and Administrators
- Signal Words for Reading, Writing, and Forming Science Knowledge: For Middle and High School Teachers
- Writing about Claims, Evidence, and Reasoning: For Middle and High School Educators

K-12:

- Reading Strategies Part 1: Make it Make Sense: For Teachers in Grades K-12
- Reading Strategies Part 2: Problem-Solving Tools
- Knowing Enough to Read: How Background Influences Science Comprehension
- Before and After Writing: Prewriting and Evaluation
- Integrating Reading, Writing, and Science in the K-8 Classroom: A Call to Action for Administrators

Signal Words for Reading and Writing

Compare	• Similarly • In the same way • Just like	• Just as • Likewise • Also
Contrast	• However • In contrast • On the other hand • Conversely • Whereas	• Alternatively • Instead • (but, yet, and while *some-times* indicate a contrast)
Cause and Effect	• Consequently • So • As a result • Therefore • Because	• For this reason • Thus • Hence • In response to
Examples	• For example • Like • Including	• Such as • To illustrate • For instance

Writing Frames

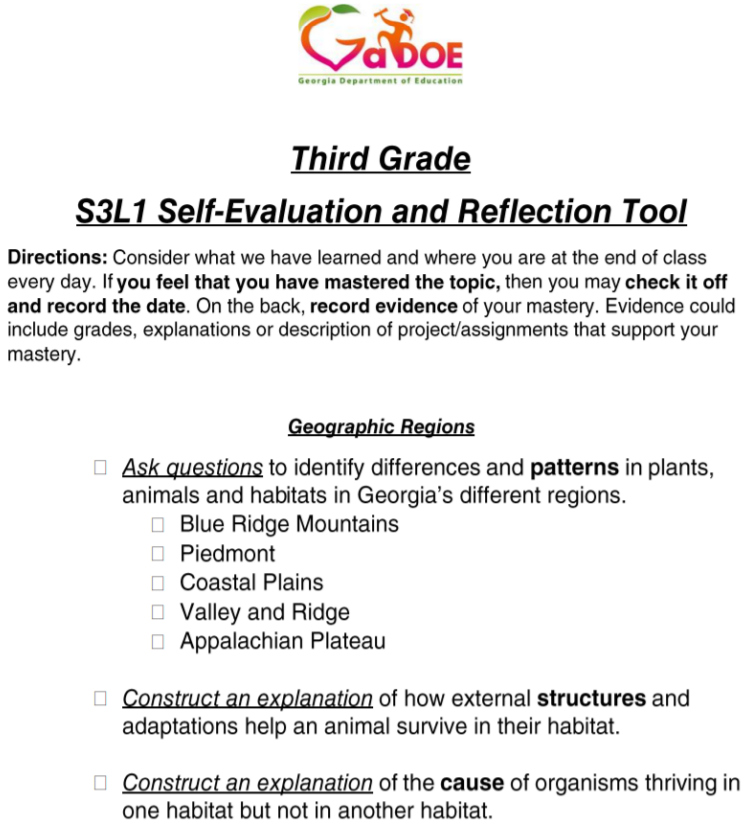
Claim	• I claim that _____ . • Our research shows _____ .
Evidence	• When we _____, we saw that _____. • When we did _____, it measured _____ .
Reasoning	• This evidence tells me that _____ . • This evidence supports the claim because _____ . • Since we know _____, we can tell that _____ .
Compare	• _____ is similar to _____ because both
Contrast	_____ is different from _____ because one _____ while the other _____.
Disproved Prediction	• If _____ then _____ would have _____. However, _____.
Cause and Effect	• _____(cause)_____ causes _____(effect)_____ by _____. • Since/Because/Due to _____(cause)_____, _____(effect)_____. • _____(effect)_____, since/because/due to _____(cause)_____.

Georgia Department of Education

Literacy videos

Table Tents

Supporting Students



Third Grade

S3L1 Self-Evaluation and Reflection Tool

Directions: Consider what we have learned and where you are at the end of class every day. If **you feel that you have mastered the topic,** then you may **check it off and record the date**. On the back, **record evidence** of your mastery. Evidence could include grades, explanations or description of project/assignments that support your mastery.

Geographic Regions

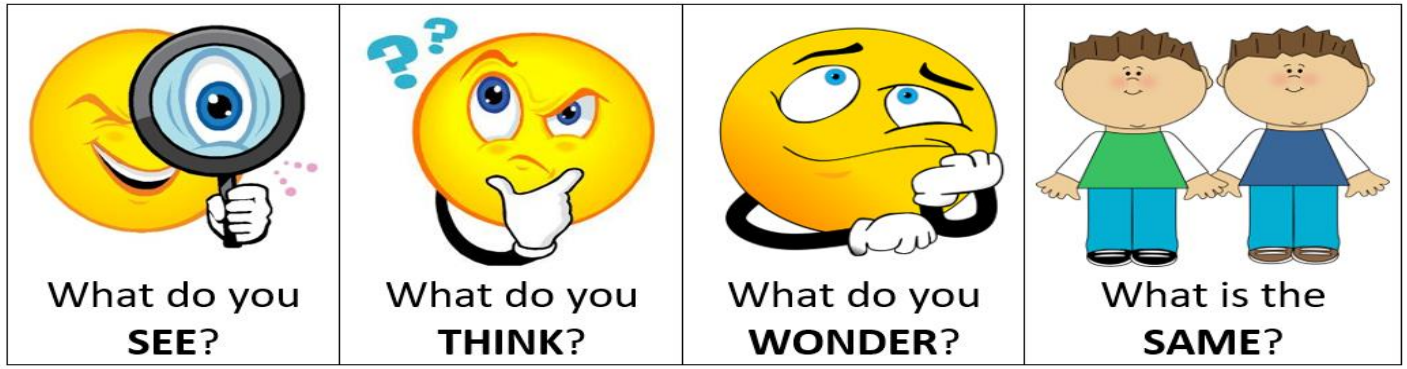
- ☐ *Ask questions* to identify differences and **patterns** in plants, animals and habitats in Georgia's different regions.
  - ☐ Blue Ridge Mountains
  - ☐ Piedmont
  - ☐ Coastal Plains
  - ☐ Valley and Ridge
  - ☐ Appalachian Plateau
- ☐ *Construct an explanation* of how external **structures** and adaptations help an animal survive in their habitat.
- ☐ *Construct an explanation* of the **cause** of organisms thriving in one habitat but not in another habitat.

- Example available K-12
- Based on the GSE Science Standards
- Self-evaluation and reflection tool

Supporting Students

Think prompts…

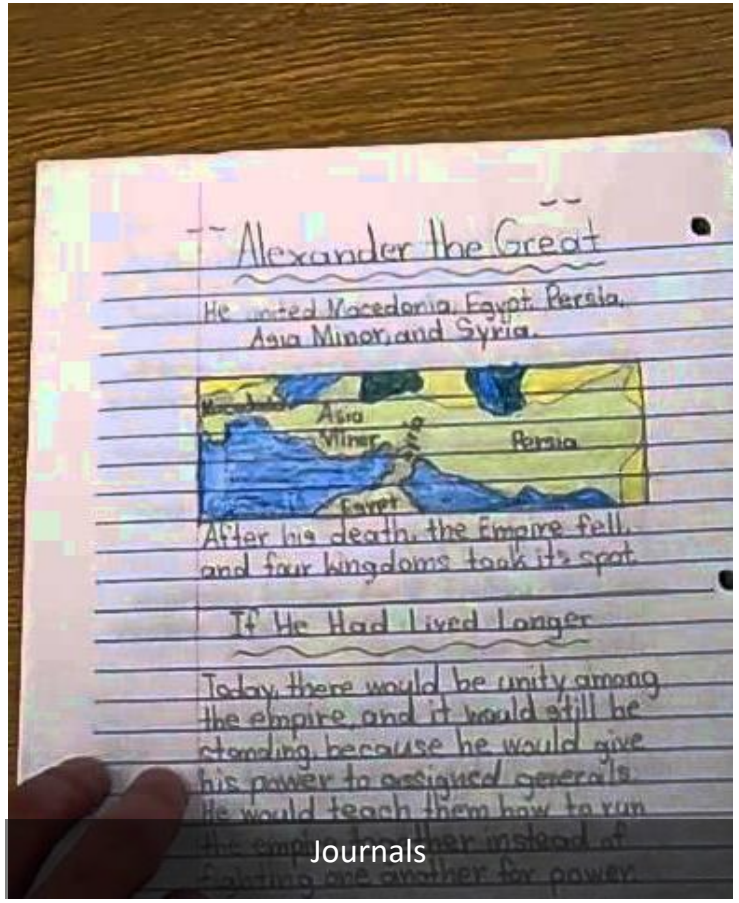
- Will students remember their task?
- Give students a visual reminder of the expectation.
- Are you setting students up to be successful?



Supporting Students

Be Intentional…

- What do students need to remember?
- What will be tricky or confusing?
- When/How can you fit review and repetition into your day?
- How are students showing their knowledge?



Journals

Content Boards

Supporting Students

Be Intentional…

- We do, You do, I do
- Model thinking aloud “I think…”
- Allow students time to rehearse their thoughts before sharing/writing
- Give students time to listen to their peers’ ideas
- Use prompts as needed orally and through text or pictures


Sharing with Peers


Modeling Think Alouds

Support Each Other

- Create a culture of collaboration for teachers
- Create and focus on your shared goals
- Leverage each others' strengths
- Keep the dialog open
- Listen to each other
- Give and receive feedback

Closing Activity

A.

B.

C.

D.

Contact Information

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Jennifer Zoumberis (Social Studies)
Jzoumberis@doe.k12.ga.us

Please provide feedback by completing the following survey:

Session Title: Integration Part 1

Presenters: Colley, Sexton, Shirley-Stevens, Zoumberis

Link to Survey: bit.ly/2G41KHi

Ending Slide

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