

### E-Newsletter

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*This newsletter is written specifically for teachers and will include news and information to help you implement the CSCOPE curriculum. In it you will find tools for managing cooperative groups, explanations of CSCOPE documents, easy-to-implement and highly effective instructional strategies, along with a preview of the upcoming six weeks. We hope you enjoy this newsletter and find it useful and informative!*



#### Doc Spot: New Information in the IFD

When planning out your first six weeks, remember to start

with the **Instructional Focus Document**. The IFD is an essential document in planning and guiding your instruction. There have been several sections added that provide a wealth of information.

At first glance, you will notice a section in the upper right hand corner that's titled **State Resources**. The Charles A. Dana Center's TEKS Toolkits, websites, and other various state resources are listed to provide instructional support and information for teachers and students throughout the year.

**Misconceptions and underdeveloped concepts** provides information to address areas where misconceptions in learning have been formed, as well as give insight to concepts students may have trouble understanding. The primary focus is to help build and strengthen student's conceptual knowledge through identifying these areas to highlight and address.

The performance indicators now provide information to tie in the **English Language Proficiency Standards (ELPS)**. This information will help in the planning process if modifications are needed for an ELL student to be successful with their performance indicator. Not sure what the ELPS are? Check out page 2 of this newsletter.

**Key Academic Vocabulary Supporting Conceptual Development** is an addition to the IFD that will help build a common vocabulary among our students. This section will provide key vocabulary and definitions to support the conceptual learning for the unit of instruction.

The enhancements to the IFD truly strengthen the document in its ability to help teachers gain valuable resources and plan for instruction.



Significant increases in the numbers of children with limited English skills in Texas classrooms make it vital that all teachers know something about how children learn a second language. When English Language Learners join your class, you receive information about their levels of English language proficiency. This is a good place to start to get to know your students, but what does it mean as you plan your classroom instruction? We know that our ELLs “require focused, targeted, and systematic second language acquisition instruction to provide them with the foundation of English language vocabulary, grammar, syntax, and English mechanics necessary to support content-based instruction and accelerated learning of English.” (ELPS document) To this end, the English Language Proficiency Standards (ELPS) will help to guide the instructional planning of all teachers.

### ELPS What are the ELPS?

English Language Proficiency Standards (ELPS) were approved in November, 2007 to help us as educators be purposeful in meeting the needs of the English Language Learners in our classrooms. Whereas the ESL TEKS were tied to specific grade levels, the ELPS are tied to levels of English language proficiency (beginning, intermediate, advanced, and advanced high) that occur across grade levels. They address the speaking, listening, reading and writing needs of English Language Learners. The proficiency level descriptors outlined the ELPS show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help content area teachers instruct ELLs in ways that are linked with students' linguistic needs. Students may exhibit different proficiency levels within the language domains of listening, speaking, reading, and writing. The standards guide teachers to meet these needs at a level of challenge that is appropriate for students' English language development levels.

The ELPS are to be implemented as an integral part of each area of the required curriculum for English Language Learners in Kindergarten through Grade 12 beginning this school year, 2008-09. The ELPS replace the English as a Second Language (ESL) ESL TEKS.

### ELPS Background

The foundational concept underlying the ELPS is that all teachers are responsible for English language instruction so that students can master the TEKS. A consistent instructional approach to instruction that integrates effective language acquisition techniques with good content area instruction ensures that all students develop academic and social language necessary for success both in and out of the classroom.

Basic Interpersonal Communicative Skills (BICS) consist of the English needed for daily social interactions. These are the skills we often see evidence of in class discussions. Further observation reveals that these students are some-

times able to discuss concepts, but they lack the requisite academic language which would allow them to continue refining their understanding of academic concepts. Academic language proficiency, known as Cognitive Academic Language Proficiency (CALP), consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings. It typically requires about two years after initial exposure to a second language to acquire conversational fluency; however, at least five years is usually required to catch up to native speakers in academic aspects of the second language (Cummins, 1981).

**ELPS What do the English Proficiency Standards mean for teachers?** Because students often have different levels of English proficiency in speaking, listening, reading and writing, it is challenging to plan instruction. The ELPS assist us here because they delineate the progression of English literacy skills and what they look like at each of four levels of proficiency. Furthermore, the ELPS identify appropriate strategies for continued growth. The good news? The identified strategies are not complicated or new; they include skills that teachers already address in their classrooms such as

- using prior knowledge;
- using visual, contextual and linguistic support to enhance and confirm understanding;
- using and sharing information in cooperative learning interactions; and
- expressing ideas and opinions.

The ELPS identify strategies and approaches aligned with language acquisition levels. Most of these strategic learning strategies are familiar to teachers as well: concept mapping, drawing, memorizing, comparing and contrasting.

Acquisition of academic language does not occur by accident. The ELPS are designed to cause us to consciously plan for and be mindful of how to meet the needs of our ELLs. As students become more proficient with English, teachers will plan for gradually increasing the linguistic complexity of the English students read and hear, and are expected to speak and write.

### ELPS Where are the ELPS referenced in CSCOPE?

The Performance Indicators described in the Instructional Focus Documents reference the ELPS using the icon that has preceded each paragraph of this article; they are listed in the Exemplar Lessons as well. For example, if a Performance Indicator refers to ELPS 1A, this would mean the student is expected to use prior knowledge and experiences to understand meanings in English. Of course this is something that you use to engage all of your students, but now you have documented that you have used the ELPS in planning, implementing and assessing.

*(continued on page 3)*

# Tips & Tools for Managing Cooperative Learning...Think-Pair-Share

**Think-pair-share** is a strategy that gives students “wait time” to think, and allows an opportunity to share their thoughts with a partner in a focused way. This strategy gives the teacher an opportunity to listen in on student thinking while moving around the room, to identify strengths and needs, and then to facilitate a large group discussion by sharing some of the conversations that best respond to the lesson focus. The high level of student response required by this method keeps students engaged in learning.

## What is the procedure for think-pair-share?

### 1. Prepare.

Seat students in fours, with two pairs of students facing one another. In this way, you may change partners for easily as necessary.

Tell students they will be doing a think-pair-share.

Ask an open-ended question or pose a problem to be solved.

**2. Think.** Tell students that they are to think about the question posed without discussing it. Give students sufficient time to think quietly about their responses. Walk around the room to prompt silent, individual thought.

**3. Pair.** Announce that students will discuss their thoughts with shoulder partners. Instruct students to share thoughts with their partners, and to ask for clarification when they don't understand. Listen to student conversations as you move around the room.

**4. Share.** At first, ask for student pairs to volunteer to share. As students become used to this routine, increase student accountability by calling on students randomly. Not every pair will share on every question. Announce that students will interact with eyeball partners. Ask another question, following the same think-pair-share procedure.

## Use think-pair-share when students are:

- making predictions.
- discussing results.
- drawing conclusions.
- developing concepts.
- discussing opinions.
- solving complex problems, individually at first, and then comparing answers.
- discussing solution options to a problem.
- summarizing learning.

## Benefits of think-pair-share.

- Fosters active student involvement. All students have an opportunity to share their thoughts with at least one other student.
- Increases quality of student responses. They have time to reflect during “think time” before responding.
- Increases retention of lesson concepts as students have opportunities to reflect on manageable chunks of information rather than an entire lesson.
- Activates prior knowledge/experience.
- Assists in identification of student misunderstandings and questions in a smaller, safer paired environment.
- Decreases stress for students who are shy about sharing in front of the whole class.
- Provides students opportunities to interact with other points of view.
- Serves as pre-writing. May lead to increased student willingness to respond and greater depth in writing. Increases options for what students share, whether it's their own thinking, their partners, or some combination of the two.

**Think-Write-Pair-Share.** This strategy introduces writing into the procedure. As students **think** about the question, they also **write** their response to the question. (They may use a visual representation such as a web or Venn diagram, draw a picture, write a paragraph. You may want to post options for written response as you introduce this strategy.) As in **think-pair-share**, students pair up with another student, adding to, deleting from, and editing their initial response as appropriate. Responses are then **shared** with the rest of the class.

## Sources.

Kawas, T. Writing in mathematics. Retrieved August 25, 2008, from Mathwire.com Web site: <http://www.mathwire.com/writing/writing1.html>

Samson, F. Think write pair share. Retrieved August 26, 2008 from Geocities.com. Website: [http://www.geocities.com/feliciasamson/think\\_write\\_pair\\_share.html](http://www.geocities.com/feliciasamson/think_write_pair_share.html).

Saskatoon Public Schools. What is think pair share?. Retrieved August 25, 2008, from Instructional Strategies Online Web site: <http://olc.spsd.sk.ca/DE/PD/instr/strats/think/>

(continued from page 2)

The ELPS may be accessed online at <http://www.tea.state.tx.us/curriculum/biling/elps.html>.

You may access an explanation of the alignment of CSCOPE, the 5E's, and the ELPS at [http://www5.esc13.net/cscope/docs/elps\\_cscope\\_5e\\_connection.pdf](http://www5.esc13.net/cscope/docs/elps_cscope_5e_connection.pdf).

Cummins, J. (1981). The role of primary language development in promoting educational success for language minority students. *Schooling and language minority students: A theoretical framework*. Los Angeles: California State University; Evaluation, Dissemination, and Assessment Center.

## Using the CSCOPE documents to plan instruction...

If you are new to CSCOPE, this article is for you!

This information is adapted from a planning process used by Elgin ISD in Central Texas and shared by Krista Marx, curriculum instructional specialist, Glenell Bankhead, principal of Neidig Elementary, and instructional staff at Neidig.

1. **Read through the Instructional Focus Document (IFD).** (Choose your subject from the Home Page. Click the unit you are studying. Be sure to use only units that end in 08-09. When the unit opens on the right side, click View IFD and save it to your desktop.)

- What are the main points of the *rationale*?
- What are the *concepts* addressed in the unit?
- What are the *Key Understandings* in this unit?
- Read the *misconceptions/underdeveloped concepts*. Are there others you can think of based on your classroom experience?
- What *academic vocabulary* will you need to use and emphasize?
- What are the *performance indicators*? Notice the rigor. Have your students typically been expected to perform at this level before? If not, what supports do you need to put into place for student success?
- Read the *ELPS* that are covered by this performance indicator. Not sure where or what they are? See page 2.
- What *TEKS* are covered in the lesson? Review the specificity and highlight any that seems new, or that you maybe haven't typically emphasized enough previously.

2. **Find the TEKS in the Vertical Alignment Documents.** (At the upper left corner of the webpage, click CSCOPE Resources. Choose your subject and then Vertical Alignment Documents.)

- Look at the TEKS from the previous grade level. What TEKS from the previous grade level support

your grade level?

- Look at the TEKS from the next grade level. How does what you teach support what students will learn next year?

3. **Scan each lesson and plan a tentative instructional calendar.** If you give your calendar to students, you may want to include the Performance Indicators, Key Understandings and Guiding Questions.

4. **Plan the activities for your unit.**

- What *handouts or cardsets* will you print? Some handouts can be made into transparencies only and do not need to be printed for each student. Also students may be able to draw the tables or graphic organizers in their journals or spirals, so these may not need to be printed.
- What *materials or manipulatives* do you need to gather?
- Look at the *Guiding Questions*. Can these be posted in the classroom, used in parent newsletters, or placed on the syllabus?
- What is the *new vocabulary* that students will be using? How can this vocabulary be explicitly taught?
- How can this lesson be accommodated for ELL students? Where are the *ELPS* that are referenced in the IFD used in the lesson?
- How can this lesson be accommodated for *students with IEPs*?
- What will I use from our *district resources*? Be certain that outside resources match the Key Understandings and Performance Indicators.

## Quick Website Tips

Check out some of the valuable **CSCOPE Resources**. In the upper left hand corner of your CSCOPE screen, select **Curriculum Elements**. Select **CSCOPE Resources** from the drop-down menu. Select the **Social Studies** tab. You'll see four choices.

- The **TEKS Verification Document** shows the six/nine weeks that a TEKS is taught.
- Materials and Resources** contains the list of materials and resources you'll need for the CSCOPE lessons. Currently these are for 2007-2008, so don't download them yet.
- Vertical Alignment Documents** (VADs) should be saved to your desktop for easy access. They will also be easier to read.
- Year At A Glance**—This is the pdf of the Year At A Glance.



## 1st Six Weeks Lesson Preview



# Social Studies

### Kindergarten

**Unit 1 Classroom Routines** In this first unit students begin the year learning the classroom systems that allow the class to operate smoothly and fairly. This series of short lessons provides the framework for understanding the social studies concepts applied daily in the classroom. Students learn the order of tasks to be accomplished, the rules of the classroom, what classroom jobs are needed for order and attainment of goals, and how working together forms a classroom community that meets the needs of all students (safety, belonging, learning, etc.). Rules are made by authority figures and by groups (through voting). **Unit 2 People and Places in the School Community** Students learn about jobs in the classroom and school that help children meet basic needs. They learn about the people who do those jobs, the kinds of technology that is used, and where the people are located. They use geography skills and terminology to read and create maps of the school. They apply their learning while learning about the people in the school and the jobs they do.

### 1<sup>st</sup> Grade

**Unit 1 Interacting with Others at School** Students will learn how to relate to each other in the classroom and school. As students begin the year and become familiar with how the classroom operates they learn the rules of the classroom and that those rules contribute to orderly and safe operation of the classroom and help people get along.

**Unit 2 Interacting with Others: Good Citizenship** In this unit students define elements of good citizenship that they will use all year. They look at historical figures who have exemplified good citizenship and begin their look at ordinary people who have exemplified good citizenship. The look at citizenship will continue all year.

### 2<sup>nd</sup> Grade

**Unit 1 Elements of a Community** Students will learn about communities in general and identify components that are common to most communities (purpose; economic, political, social and geographic components; and physical and human characteristics of place). The major concept is community, which includes four major components: the political (government), economic (people need to make a living), social (people and customs), and geographic (physical characteristics of place) influences within a community. **Unit 2 Human Characteristics of Our Community** This unit will require students to expand their look at community by beginning their year-long study of the local community. The unit will start by looking more closely at the local community: at why the local community was formed (purpose), the needs it fulfills for its citizens (the goals of the community), and the evidence that humans are working to accomplish the goals. Look also at the human characteristics of the local community that students will readily recognize - the people themselves and things people have built (town square, parks, buildings, roads, government/leadership, communication, transportation, economy, and businesses).

### 3<sup>rd</sup> Grade

**Unit 1 Communities** This first unit takes a broad view of community to set the stage for the rest of the year. Students begin thinking about time in conceptual terms of past, present, future; years, decades, and centuries; and the very abstract "ancient times" and "modern times." These terms come up again and again throughout the year, as do other skills built in this unit, including critical thinking, analyzing documents, and using timelines. **Unit 2 Our Community:**

**Physical Characteristics** Students learn to use map elements and conventions to help read maps and understand place. They examine different communities to help them understand how communities are alike and different, how physical characteristics are different from region to region and affect communities.

### 4<sup>th</sup> Grade

**Unit 1 Geography and the Native Americans** To understand the history of Texas, we must first study the geography, natural resources, and the effects of climate. This unit will help students understand the changes in the political, economic, and social aspects to the Native Americans' way of life and also the similarities and differences of Native Americans before European exploration. **Unit 2 Native Americans** This unit will present the lives of the Native Americans' before European exploration and colonization. It will also explore what impact the Native American's relationship with their environment had in establishing their cultural traditions and in meeting their material needs. The students will understand how the Native Americans defined themselves by their surroundings and how their identity continues to be a reflection of those ideas today.

## 5<sup>th</sup> Grade

**Unit 1 Coming to America** This unit focuses on the diverse motivations, interests, and needs that brought settlers to North America. Through the investigation of the different reasons for migration, the geographic regions that were first established, and the interaction between cultures, students will understand not only the factors that influenced the early colonists to come to the New World but why people migrate today. **Unit 2 Colonial America** The political and economic relationships between Great Britain and the colonies form the basis for this unit. Understanding these relationships will enable students to comprehend the underlying reasons for the conflict that is to follow.

## 6<sup>th</sup> Grade

**Unit 1 North America** This unit focuses on the political, economical, and social structure of the past and present. Through the investigation of why people migrate to North America, students will understand the influence of geographic factors, population patterns, and the form of government among culturally diverse societies in North America. **Unit 2 Latin America** This unit presents an overview of the history, geography, and culture of Latin America (Mexico, Central America, and the Caribbean Islands) The lessons will focus on the concepts of 1) tourism and how it applies to the region; 2) migration in the form of the Spanish exploration, colonization, and three hundred year domination of the area; 3) a spot light on Mexico; 4) economic activity created by the Panama Canal; and 5) unlimited governments, using Cuba as an example.

## 7<sup>th</sup> Grade Texas History

**Unit 1 Geography and the Native American Cultures** This unit focuses on how geography influenced the development of the Native Americans in Texas. The student will understand how the location and characteristics of people and places contributed to the adaptation and modification of the environment. **Unit 2 Spanish Texas** The exploration of Texas helps students understand how people from a diverse population adapted to other cultures. The diversity of cultures of early Texas citizens contributed to the colonization by adjusting to the various geographic factors which ultimately affected the political, economic, and social development of Texas.

## 8<sup>th</sup> Grade U.S. History

**Unit 1 Arrival in a New World** The motivations that attracted so many to the New World were very unique and many people of diverse backgrounds made the trek and changed human history forever as two distinct worlds met and became one. This unit starts laying the foundation that the United States was built on through exploring the reasons that the colonists came to the New World. The beliefs and values held by the different groups of colonists shaped the community in which they settled. **Unit 2 Colonial America** The socio-cultural, economic, and geo-political influences of the Colonial Period help shape our national identity from its early origins and continue to shape our modern sense of national identity as well. Understanding these dynamics is essential to understanding our nation's role in world events then and now.

## World Geography

**Unit 1 Physical Geography** This unit focuses on the physical features of the planet, the climate, and the physical processes of earth. The students will learn about the physical systems and processes that shape the physical landscape and ways in which humans interact with the environment. This unit will lay the foundation for future units as they focus on different regions. **Unit 2 Human Geography** This unit on cultural geography will introduce students to settlement patterns, population, demographics, places, regions and cultures. Students will use geographic data and maps to analyze geographic relationships about the cultural landscape in various countries and regions of the world. Students will learn about the social, political and economic factors that affect cultures, and ways in which cultures can change over time.

## World History

**Unit 1 Early Civilizations** This unit of study focuses on how the Neolithic Revolution leads to early civilizations and the cultural traits or traditions that develop. This unit addresses the formation of the religions of Confucianism, Judaism, Hinduism, Taoism, and Shinto and concludes with how the early law codes lay the foundation for legal ideas that are carried through to today. **Unit 2 Greco-Roman World** This unit focuses not on the historical events of Greece and Rome but the advancement in the relationship between the governed and the government, forms of government and citizenship, and the artistic and scientific ideals. After building up this complex civilization, we will demonstrate the turning point in history as the institutions ended, thus creating the Dark Ages and leaving only Christianity as a unifying force in Western Europe

## **U.S. History 1877-present**

**Unit 1 The Gilded Age** With the end of a civil war, America is reborn and the changes that occur will be dynamic and perplexing to both citizens and immigrants. Not everything that shimmers is gold and thus Mark Twain will eloquently coin the name "Gilded" to describe a period of tremendous growth in industries but the price was costly for many people with unsafe work environment, discrimination and child labor. The period of reform that follows was a direct result of many of the issues and events of this era. **Unit 2 Industrialization and New Immigration** With the transformation of America through a post Civil War economy that will involve massive industrialization, events and issues will affect all elements of society. The dimensions of money, labor, innovation, migration and immigration will enable the United States to become a cradle of opportunity for some and a curse to others.

### **Unique Opportunity for 11th Grade U.S. History Teachers**

This year only, Region XIII can offer teachers of the high school U.S. History course a special opportunity to participate in the final year of our Teaching American History grant project, The Relevant Constitution. Everything being offered this year is directly aligned with CSCOPE.

A free informational workshop will be held 9 am - 4 pm on September 11, 2008, at Region XIII. Teachers are invited to attend - for free, with sub costs reimbursed - this workshop to find out more about the project. The day's topic is The Gilded Age, which is the first unit in the U.S. History CSCOPE sequence. The speaker will be H.W. Brands, nationally-recognized and engaging speaker, historian, and UT History professor. (Dr. Brands has written more than 2 dozen books on a variety of history topics and is currently working on a book on The Gilded Age.)

To attend the workshop for free, teachers should register at <https://ecampus.esc13.net/login.html> for workshop # FA0814214 and enter the discount code CSCOPETry in the payment information area. Attending this workshop is a way to learn about the project - as well as receive lunch and a packet of materials for the first CSCOPE unit.

This year The Relevant Constitution project will offer 70 hours of professional development in U.S. History in a series of high quality workshops aligned with the CSCOPE units. Workshop registration costs - travel and sub costs - are paid by grant funds. Each workshop offers a presentation by a content expert, a classroom set of materials for the unit's CSCOPE lessons, additional materials including primary source documents, and a preview of CSCOPE lessons as well as further ideas for classroom use.

Each workshop will be offered using the Just-In-Time model so teachers will be able to implement what they learn right away. Workshops are scheduled during the week, on Saturdays and after school via videoconference.

Benefits to the district - Approximately \$4100 per teacher!!!

- Free high quality, content-specific professional development
- Discount on other Region XIII Social Studies workshops
- Sub costs covered
- Materials for implementing CSCOPE lessons in classrooms (overheads, laminated cards/placards, class set of handouts, student graphic organizers, color copies of photographs, etc.)
- Additional materials for participants (books, posters, copies, etc.)
- Instructional support in the classroom to implement best practices

Additional benefits to the teacher:

- Stipend (up to \$1350)
- Travel costs to conferences and presidential libraries (upon approval)
- Job-alike networking

Teachers can participate either as part of the Participant Group or, if unable to meet the requirements of a participant, be part of the Control Group and receive a stipend (\$300) for submitting data. Participants are required to attend a minimum of half of the 70 hours offered, submit classroom data and create a product. Data includes a teacher pre and post test, a student pre-test (to be given during the 1st six weeks), student scores on the unit assessments for the Progressive Era and Cold War units, and student TAKS results.

Join us on September 11, 2008 to learn more about this great opportunity!

## Upcoming Professional Development

Look for these and other workshops in the e-Campus catalog (<http://www5.esc13.net/index.html>).

### **Maximizing Student Performance: Effective Classroom Strategies.** (FA0813009)

Participants will experience and learn about a variety of instructional grouping strategies. The focus will be on easy to manage and time saving strategies that will successfully engage all types of students in learning.

### **Maximizing Instructional Time: What do your students really know?** (FA0814356)

Why wait until the end of the unit to know what your students know? This course will focus on assessing student knowledge during the unit without the use of time-consuming quizzes. You will examine CSCOPE lessons and identify opportunities for providing feedback on students' work. You will then learn practical, easily implemented processes to plan subsequent instruction using the data you collect. (Please note that this is not a workshop that addresses the CSCOPE unit assessments. The focus is on ongoing assessment for learning.)

Go to the following link for more information about other trainings:

<http://www5.esc13.net/cscope/trainings.php#trainings>.