

E-Newsletter

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!



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Contact:

Jodi Kuhn, M.Ed.
Region XIII
Social Studies Specialist
512.919.5425

Doc Spot...The 5E Instructional Model

The 5E Instructional Model brings inquiry based learning to the forefront of classroom instruction. The 5E's are comprised of Engage, Explore, Explain, Elaborate, and Evaluate. The framework of the 5E stems from the constructivist theories of inquiry based learning. Student expectations are centered in problem solving, building on prior learning, and extending to real world connections. This is the model used in the CSCOPE lessons in all four content areas.

When you look at the 5E's in isolation, you can gain an understanding of the purpose behind these stages. The **engage** piece is more than just a typical warm-up in the sense that we are truly gaining valuable information such as tapping into prior knowledge to gain a sense of the

level of student understanding. The **engage** also provides an opportunity to peak student interests and excitement about the upcoming activities.

The next step is the **explore** phase. In this part of our lesson cycle, students are still in the abstract form of the lesson. Many times we have not given a name or definition to what they are learning. They are truly exploring through the learning concept(s). The midway point of a lesson is **explain** – where we put a name to what we are learning. This is still primarily student centered, as the teacher facilitates learning though questioning and helping provide

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Tips & Tools for Managing Cooperative Learning...Elevator Talk

You're on an elevator, someone famous walks in. The next thing you know, this person asks you to share something you've learned that is very important. How can you respond in the few seconds it takes to get to your destination?

This is **elevator talk**, a highly engaging cooperative learning strategy.

Elevator talk has a wide variety of instructional uses, from tapping into students' background knowledge, strengthening social skills, to assessing student comprehension. This is a quick and effective process that can be used at all age levels.

Elevator Talk 101

Let's discuss the ground rules. Like any strategy introduced in our classrooms, elevator talk needs to be modeled before students practice. Allow time for setting student expectations and guidelines for success.

Guidelines for elevator talk:

Students will partner up for this activity.

Each student gets 30-60 seconds to share their ideas. This is the estimated amount of time to reach your floor.

When a student is not sharing, he/she is an active listener to their partner's ideas.

What do you say, and how do you say it?

At first, students might seem overwhelmed at the prospect of trying to say so much in a short amount of time. Providing them with a specific topic to discuss, or posing a question will help them focus their ideas.

Sentence stems can also be used to help students organize their thoughts. It is important to allow wait time for students to generate their responses. If appropriate for the age group you teach, you may provide students time to write down their elevator talk before they share.

Four steps for a successful elevator talk

Students should be able to answer these questions when planning their talk:

1. What is it?
2. Why is it important?

3. How can I share my ideas so others can understand and remember? (How can I share something that connects learning to real world experiences, a story, examples, etc.)

4. Less is not always more—Make sure that you cover enough so your partner can understand the concept or idea being shared.

For elementary students, steps one and two are very important. As students' gain understanding of the strategy, they can then begin to elaborate on their elevator talk by adding examples or stories.

Example of a Primary Elevator Talk:

Discussion Topic: *How did you solve your problem? Share how you found your answer.*

Elevator Talk: *I subtracted, because Tina had 5 cookies but she ate 2, so now there are 3 left-over. She has 3 cookies.*

(The other partner could have the same or a different story problem to share.)

Example of an Intermediate Elevator Talk:

Discussion Topic: *Name one of the three states of matter we discussed today, and what did you discover in our lab?*

Elevator Talk Partner 1: *One of the three states of matter we learned about is a solid. I learned that a solid can change into a liquid. The ice cube we used started as a solid, but we added heat, so it then turned into a liquid.*

Elevator Talk Partner 2: *Another state of matter we learned about is liquid. I learned that matter can change from one state to another.*

Example of a Secondary Elevator Talk:

For secondary students, all four steps are incorporated. Students are encouraged to be concise in sharing the most important data in their delivery of information.

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Elevator Talk (Continued from Page 2)

Discussion Topic: *Tell me about some of the research you are conducting.*

Elevator Response: *Have you ever wondered why certain plants taste really bitter? It's because they produce bitter compounds to protect their leaves from being eaten. This explains why certain plants are eaten more than others.*

After students have shared, they can trade partners and continue this process. It is also appropriate for a whole class discussion to take

place to talk about ideas presented and material learned through this strategy.

Once students have the guidelines established and have practiced, this is a quick, and easy strategy for all learners.

Secondary example adapted from: Carolyn Gale, Stanford University, Center for Teaching and Learning.

Other resources:
Garry Duncan, "How to make your 'elevator talk' a floor above the rest." *Denver Business Journal*, Feb. 11, 2005.

5E Instructional Model (Continued from page 1)

explanation. **Elaborate** is where the upper levels of Bloom's Taxonomy flourish, with activities that encourage students to extend their knowledge to new ideas and bridging our classroom to experience real world applications. The final piece in the 5E learning cycle is **evaluate**. Students use connections to their learning through generating products such as graphic organizers, models, and journal entries. At this stage all the pieces of the 5E come together to complete the unit's cycle of learning.

In the CSCOPE units, the 5E model is the framework for the lessons. Each lesson has an extended duration that generally lasts several days. The 5E's do not always cycle in order. Often you will see lessons that provide opportunities to reexamine a part of the instructional model for students to gain a better understanding of the concept being taught.

"**Tell me** and I'll forget; **show me** and I may remember; **involve me** and I'll understand" - Chinese proverb, Confucius

Professional Development Opportunities: English Language Learners

Strategies for Teaching English Learners

Tuesday, September 30, 2008

FA0813161

Participants will be introduced to general strategies for working with English learners and will receive a copy of the book *Fifty Strategies for Teaching English Language Learners*.

Sheltered Instruction: Support for English Learners

October 16 and 17, 2008

FA0812641

Participants will explore hands-on strategies for sheltering instruction in the content areas including welcoming English learners, constructing a language rich, interactive classroom, incorporating ELPS and differentiating instruction for English learners.

English Language Learner Institute

Wednesday, November 5

Dr. Kate Kinsella will highlight strategies to booster academic language development in classrooms grades 3-12. Participants will receive a CD that includes toolkit activities explored in the institute.

Using Key Understandings and Guiding Questions to Guide Instruction

Facts multiply and change over time, making it impossible to teach students every “thing” they need to know by the time they graduate! Fortunately, it is not our responsibility to teach students all of the facts, but to teach them how to think and to become life-long learners.

Using concepts as organizers for our instruction (rather than facts) allows us to prioritize our instruction. Concepts are timeless and can be applied across content areas. What are the benefits of concept-based instruction? This type of instruction

- Stimulates higher level thinking, which causes students to rise above the fact base to gain understanding.
- Engages the personal intellect and emotions of the students, which then increases motivation for learning.
- Teaches students how to see patterns and connections between facts and ideas within and across content areas.
- Provides relevant focus for content study.
- Facilitates the transfer of knowledge.
- Meets different ability levels.
- Creates a brain schema for processing new information.
- Develops English language fluency (Erickson, 2002).

Furthermore, research shows that rich, significant curriculum aimed at meaning and understanding allows “low performers” to increase their grasp of advanced skills at least as much as their higher-achieving peers. Research also reveals that nations with higher test scores use teaching and learning strategies that promote understanding rather than “coverage” and rote learning (Tomlinson & McTighe, 2006).

The Instructional Focus Documents are organized around timeless concepts which are driven by Key Understandings and Guiding Questions. Teachers use the Instructional Focus Documents to anchor and plan instruction, keeping content standards, desired understandings, and questions constant regardless of the student’s background. Teachers can post these Key Understandings and Guiding Questions in the classroom and refer to them throughout instruction, keeping instruction goal focused. Academic achievement scores in classrooms in which clear learning goals are set is 21% higher than the achievement in classrooms in which they are not (Marzano, 2003).

Because guiding questions are open-ended, they are differentiated by design; students entering the curriculum at varying levels of understanding respond according to their understanding. Effective teachers use Key Understandings and Guiding Questions to

- focus student attention to critical elements and encourage abstraction of principles,
- lead students to remember relevant knowledge,
- create opportunities to observe similarities and differences across diverse events/contexts, and to
- assist students in recognizing major themes, generalizable features, and strategies rather than specific solutions (Bransford, 2000).

Big-idea questions signal that education is not just about coming up with “the answer” but about learning how to learn. The following table lists some practical ways to use Key Understandings and Guiding Questions to guide your instruction.

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Using Key Understandings and Guiding Questions (Continued from page 4)

	Key Understandings	Guiding Questions
Post in the classroom	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Put in parent newsletters	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Put on syllabi, Teacher Web	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use as basis for test questions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use as journal, essay and other writing prompts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use as formative assessment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use to review the unit	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use during cooperative learning to promote dialogue		<input checked="" type="checkbox"/>
Ask students to create questions based on the Key Understandings	<input checked="" type="checkbox"/>	
Use as a starter for a mind map	<input checked="" type="checkbox"/>	
Ask students to create key understandings based on the Guiding Questions		<input checked="" type="checkbox"/>
Use as ticket out the door prompt		<input checked="" type="checkbox"/>
Use as simultaneous round table prompt.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Bransford, J. D. (Ed.). (2000). *How people learn: Brain, mind, experience and school* (Expanded Edition) Washington, DC: National Academy Press.

Erickson, H. L. (2002). *Concept Based Curriculum and Instruction*, Thousand Oaks, CA: Corwin Press.

Marzano, R. J. (2003). *What works in schools: Translating research into action*.

Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C. A., & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design: Connecting content and kids*. Alexandria, VA:

Association for Supervision and Curriculum Development.

Professional Development Opportunities: Student Performance

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.)

Using Performance Indicators to Assess Student Understanding

What are the performance indicators (PIs)? PIs are a combination of the content TEKS and process TEKS which are combined with a product. If students accomplish the performance indicator, then they demonstrate mastery of the TEKS.

Where are they located? PIs are located in two places. All the PIs for the unit are in the IFD. Then the PIs for each lesson are repeated in the lesson. Additionally the Evaluate portion of the lesson should mirror the PIs and all activities of the lesson should lead to that understanding.

How can you use the Performance Indicators?

- Design the activities of the lesson so that all parts of the PI are taught. Design the Elaborate portion of the lesson so that learning is applied to new situations.
- Plan vocabulary instruction based on the needs of the PI. What academic and content-specific vocabulary will students need to know in order to read and comprehend TAKS problems? What words will they need to use to discuss the content? What content words are completely new to students? What words trip up ELL students?
- Introduce the unit or lesson with the performance indicator. Have students discuss what it could mean or explore a problem that will be solved by the end of the unit. How far

can your students get on the problem? Continually revisit the problem throughout the lesson. Are they making progress in solving it?

- Include on your website or on a syllabus so parents will know what is expected of their child by the end of the unit. The parent does not have to be able to do the PI to ask questions of their child. You could even suggest appropriate questions for the unit—possibly the guiding questions.
- Use as a pretest to determine differentiation needs. If your students can perform the PI before the unit begins, they probably need to have significant extensions embedded into the lesson or may be able to skip it altogether.
- Post the PI in the classroom. As the skills or information is taught, refer to the PI to show how close the class is getting to the goal.
- Create a teacher-made test using the parts of the performance indicator. If your test covers all the parts of the PI, then it probably assesses the TEKS well.
- Compare the teacher-made test results and the PI with student performance. What parts of the PI does the student still need to work on? How can this be addressed in the new unit?
- Use the PI as an open-ended test, instead of giving an objective or multiple choice test. Create a specific rubric to assess understanding or use the rubric provided in the lesson, if applicable.

Professional Development Opportunities: Early Childhood

Region XIII Early Childhood Specialists are teaming up to offer a year-long strand of interactive, practical workshops to build your content knowledge in science, social studies, math, and literacy learning. When you sign up for 3 of these workshops, receive a 50% discount on your 3rd workshop! These workshops target PPCD, Pre-K, and Kindergarten

CIRCLE Language and Literacy (2-day training)
Oct. 2 & 23, 2008 FA0813176

Social Studies for Young Children
Nov. 17, 2008 FA0813299

Getting the Most from Your Learning Centers
Dec. 3, 2008 FA0813185

Math Concepts throughout the Day
Jan 29, 2009 SP0913298

Enseñar en Español—Resources and Strategies for Bilingual Classrooms
Feb. 11, 2009 SP0913190

Building a Reader through Early Language Development
March 26, 2009 SP0913184

How to Include Science in Your Day
Apr. 15, 2009 SP0913195



2nd Six Weeks Lesson Preview

Social Studies



Kindergarten

Unit 3: Family and Community In this unit students focus on families as communities. They will investigate the customs and traditions of families to see how customs and traditions help define the culture of the families, meet individual needs, and create a bond based on common experience and shared values. To accomplish this, students compare traditions and customs. The time concepts of past and present are introduced when students look at how families meet needs in the present and compare them to ways families met needs in the past. **Unit 4: Other Communities– Neighborhoods**

In this unit students focus on their town (or neighborhood community in an urban area). They identify the physical characteristics of their community and the relative location of those places in the community. They learn about the rules of the community and the authority figures that enforce the rules.

1st Grade

Unit 3: Interacting with Others– Family

In this unit we look at how people interact within a family unit as part of a community. Family members work together to meet basic needs, contributing to the family's common good by furnishing goods and services (including chores and jobs well done) for the family. **Unit 4: Interacting with others– Community** In earlier units students learned how people interact at home and at school. In this unit students learn about how people interact in the community. People live; work and play in their communities, and people contribute to their communities. The lessons look at different ways people in the community interact with each other and the community.

2nd Grade

Unit 3: Our Community– a Closer Look at Physical Characteristics Students look at various levels of communities from their local community to the world community in which they live. Students will investigate and identify major landforms within the world community and how the continents have changed and separated over a period of time from the past to the present. Different communities will be compared to determine how the physical characteristics of a place affect how the people living in that community. Students will also expand their investigation of the local landmarks in their local community and create a map depicting several of those landmarks. **Unit 4 People and Environments: Interdependence** In the last unit students studied the physical characteristics of the environment and how the physical characteristics of a place influence how people live. In this unit students look more closely at how people depend on the environment as they explore humans' responsibility to the environment (replenish and conserve).

3rd Grade

Unit 3: Our Community: Human Characteristics Human characteristics of place include a community's people, buildings, roads, government/leadership, communication, transportation, economy, and businesses - anything that humans have created. Human processes are those things that humans do that impact the physical environment (build roads and houses, plant non-native trees and bring in non-native animals, mining natural resources, etc.). The overarching concept for this unit is "modify," focusing on how humans interact with or modify the environment to meet their needs (of modify their needs to survive in the environment). **Unit 4: Communities Change Over Time: Communities Past and Present** Communities change over time. In the last unit students learned about how humans interact with the physical characteristics of a place, modifying it to meet their needs. This unit looks more closely at some of the changes introduced in Unit 3; it focuses on how communities change as well as the impact of that change. In this unit students increase their skills in analysis and begin to develop research skills

as they research changes in medicine, agriculture, and photography and in government, transportation, education, communication, and recreation to see how these changes impact our lives today .

4th Grade

Unit 3: Geography and Exploration This unit focuses on the diverse motivations, interests, and needs that brought settlers to Texas. The student will understand how the location and characteristics of people contributed to the adaptation and modification of the environment. Students will find out how the physical characteristics of Texas played a major role in the human development and settlement of our state. **Unit 4: Exploration/Colonization** This unit focuses on the exploration of Texas and gives the students a deeper understanding on the diverse motivations, interests, and needs of the settlers coming into Texas. Tensions were growing between Texans and the Mexican government with the large number of immigrants coming into Texas. This resulted in people wanting change and a different form of government. This change would ultimately affect the political, economic, and social development of Texas and create conflict that would result in a revolution.

5th Grade

Unit 3: Road to Revolution This unit focuses on the events, issues, and individuals that led the thirteen English colonies to revolt against Great Britain. The differences in the perspectives of the government in Great Britain and the colonies on economics and participation in government in addition to the physical distance created a divide that eventually resulted in open conflict which we call the American Revolution. **Unit 4: The Revolution that Changed the World** This unit will identify the contributions of significant leaders, analyze causes and effects of events during the Revolution, and summarize the results of the American Revolution with the birth of a new nation. Social, political, and economic independence was a desire for many colonists living in the English colonies and they were willing to forfeit their lives to achieve this goal.

6th Grade

Unit 3: South America This unit presents an overview of the history, geography and culture composition of South America. The lessons will focus on the concepts and the relationships of 1) geographic factors on human settlement and the natural resources; 2) European invasion, conquest, and colonization that historically influenced immigration, trade, and the nations' form of government within the continent and other world regions; 3) cultural diversity and contributions to the arts, architecture, philosophical ideas and religious beliefs; and 4) economic development and activities using human purchasing power, literacy, and life expectancy to measure a society's economic level. **Unit 4: North Africa** This unit will present questions about why Africa is known as "The Cradle of Mankind". Recent discoveries of skeletal remains, tools, and cave paintings in Africa can be traced back more than six million years. Today, there are still no definite answers to the questions about the origins of mankind, but what is known is how territorial expansion included Asia, Europe, Australia and the Americas. The focus of this unit will be on how Africans have passed down their history, culture, and human wisdom and survived the harsh landscapes, powerful kingdoms, empires and nations.

7th Grade Texas History

Unit 3: Colonization This unit focuses on the diverse motivations, interests, and needs that brought settlers to Texas. Thousands of people from all backgrounds arrived seeking land and a new life. The majority settled on farms, some opened businesses, and soon small towns began to grow. During this period the settlers from the United States outnumbered the people in Texas. Disagreements grew between Texans and the Mexican government. This created conflict that caused the Texans to break away from Mexican control. **Unit 4: Texas Revolution** This unit focuses on the relationship between the Mexican government and the settlers that came to Texas. As settlers increased in number, the relations between the Mexican government and the settlers became more strained. The settlers wanted a different kind of government and their independence from Mexico. This would set the foundation for the struggle for independence and a road that would be paved with bravery on both sides.

8th Grade U.S. History

Unit 3: War for Independence The War for Independence originally started as a response to taxation. However, this issue of freedom had been manifesting since America's inception. The taxation from the French and Indian War was just the catalyst needed to bring the inevitable about. For the British, the

American Revolution was about colonists having the duty to pay for services like ordinary citizens would be obligated to do. However, for the Americans it was about the freedom to choose the kind of life they wanted for themselves. These perspectives clashed; leaving the British without their colony and the Americans with the challenge of surviving on all fronts. Freedom came with a cost. **Unit 4: A New Nation** By 1787, it was a foregone conclusion that the Articles of Confederation were proving ineffective. In order to maintain order, a new government had to be instituted or the great American experiment would soon be over. The main priority of the Founders was creating a new government that would represent the needs of the majority while maintaining the delicate balance of power between the states and national government. Another priority was creating a government that could be effective without being tyrannical both individually and collectively. This delicate balance is challenged every generation.

World Geography

Unit 3: United States and Canada This unit will compare the different physical and cultural regions of the United States and Canada, focusing on settlement patterns, movement of people, human-environment interaction, and relationships among neighboring countries. **Unit 4: Latin America** The students will explore Latin America primarily through the conceptual lens of regional development. Students will learn how various physical landscapes and climates promote or inhibit settlement and growth. Students will study demographic, economic, and political data, as well as current events, in order to understand the way in which Latin American cultures and governments have changed over time.

World History

Unit 3: The Middle Ages This unit, combined with Unit 4 covers the important people, issues and events of a lengthy time period called the Middle Ages. To limit the massive amount of content to a manageable package, the focus will be on why and how institutions were developed and maintained. We will address institutions such as the legal reforms (Jury System) and Parliament in England, the organizational structure behind feudalism, the Roman Catholic church, and higher education. **Unit 4: Islam and the Crusades** This unit is connected to the previous unit in that it is the most important event in closing the Middle Ages and sparking the changes and conflict that occurred in the Western world that led to the next great era, the Renaissance. It will also introduce the new power of Islam that exerts influence in the Middle East and the world to this day.

U.S. History 1877-present

Unit 3: Progressive Era The Progressive Era was filled with pockets of grass-roots coalitions that mounted reform movements on the local, state and national fronts by lobbying for policies that would correct political, economic and social inequities. By allowing individuals to initiate and petition for these reforms, it expanded the democratic process for many, but it also increased the people's dependence on the federal government to solve problems. This expansion of the government's responsibilities along with their ability to make long-term systemic changes enabled them to extend their power during another national crisis- The Great Depression. **Unit 4: The United States in World Affairs** There were many paradoxes that operationally defined the United States from 1898 to 1920. Using moral rhetoric to safeguard its economic interests, America looked for opportunities abroad to flex its economic and military muscles. America's success in the Spanish-American War changed America's interactions with the world by transforming them into the world's policeman. Armed with democratic rhetoric, America "freed" people worldwide from one form of oppression just to enslave them into a more American version of it. Therefore, creating a paradox. At the end of World War I, spreading democracy to the world still did not translate to changes at home. American Civil Rights were still at an impasse. It would be another generation before this paradox was corrected.

Upcoming Professional Development

Texas Council for the Social Studies- The fall conference for 2008 will be held October 24-26 in San Antonio at the Holiday Inn El Tropicano Riverwalk Hotel. 110 Lexington Ave, San Antonio, TX. <http://www.txcss.org/conference.htm>

