

Crossing Borders

A Cross-Content Teaching Plan for GED[®] Skills Prep

Today's Objectives

1. Identify strategies to use unit plans in multi-level and/or drop-in settings
2. With guided support, create a cross-content unit plan to be used in their classes
3. Share created cross-content unit plans with other participants

Building Background Knowledge

Performance Level Descriptor Breakdown

- Level 1 - foundational skills (below passing)
- Level 2 - intermediate skills (GED[®] HSE)
- Level 3 - advanced skills (GED[®] honors)

Science is a way of thinking much more than it is a body of knowledge.

-- Carl Sagan

Problem Areas

Reasoning Through Language Arts	Social Studies	Science
Understand specific details and main ideas in a written source	Determining central ideas, hypotheses, and conclusions Analyze events and ideas	Scientific Theory
Identify a theme or element of a written source that supports a theme	<i>Determining central ideas, hypotheses, and conclusions</i> Drawing conclusions & making inferences	Working with findings Expressing scientific Information <i>Scientific Theory</i>
Determine which details support the main idea	Evaluating reasoning and evidence	Evaluating conclusions with evidence
Analyze relationships within written sources	Analyzing relationships in source texts	

Project-based Learning

What is project-based learning?

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

Why use project-based learning?

- Improves student engagement
- Improves student learning
- Improves opportunities for differentiation

Guided Practice

Using a Cross-Content Unit Plan

Overview and Rationale

- Identify and analyze the concept of civilizations and factors influencing their development
- Develop an infographic to communicate learning about civilizations both visually and in writing
- Most frequently missed question areas
- Cross-content applications
- Multi-level/one-room schoolhouse applications

Unit Objectives

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

Assessments

Formative

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

Summative

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

Unit Outline

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

Instructional Strategies

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

How can this work in your context?

Turn & talk with others to brainstorm ideas

Application

Collaborative Unit Plan Development

Unit Plan Overview

- What GED testing areas will this unit address?
 - Practices
 - GED Performance Skills
- What CCRS standards will this unit address?
 - What skills do your learners need?

Unit Objectives -

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

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

Assessments -

How will you know they get it?

Formative

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

Summative

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

Unit Outline -

How will you organize the unit?

- What order will make the most sense for your learners?
- What order is needed to scaffold instruction for learner success?

Instructional Strategies -

How will you explicitly teach this unit?

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

Share Out

Share & Exchange Unit Plans