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