



In groups of 2 or 3,
organize the
elements into 3
categories you
create.

[Be able to describe the
criteria for the
categories.]

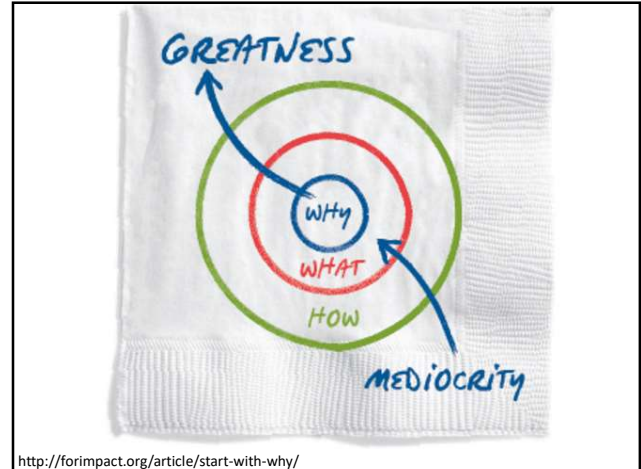
SECTION 1: ONBOARDING



META IDEAS:

- 1 Must share idea behind framework first, not just start showing pictures.
- 2 Start with only one or two elements at a time. Slowly unroll, like a flower unfurling.
- 3 Move from known content to unknown, rather than new element + new content.

- 1 Must share the idea behind framework first, not just start showing pictures.



METHOD #1

The Idea of Icons



This is
what we
did
yesterday!

METHOD #2

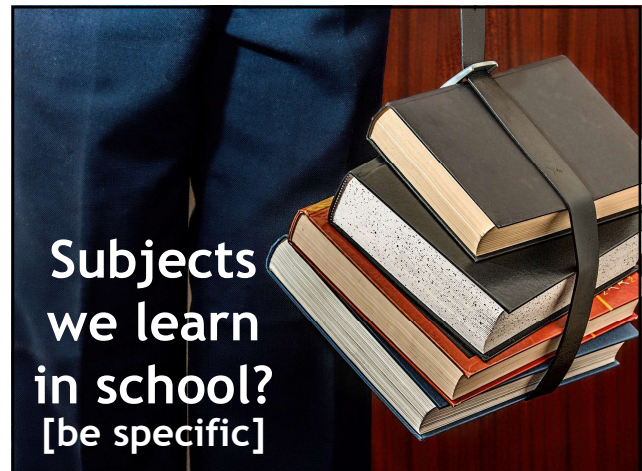
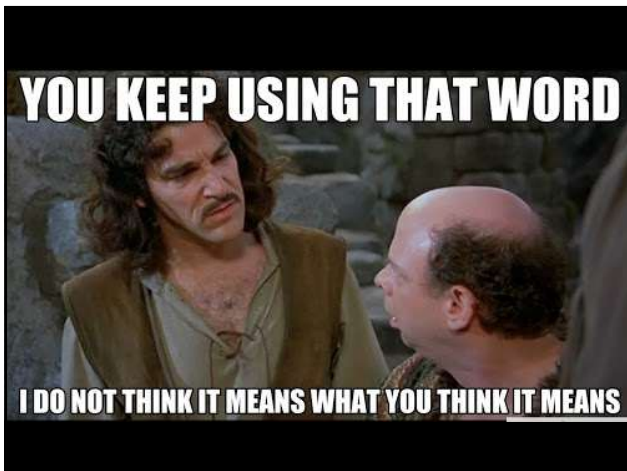
A Learning Language



What do these words
mean?

Ta | Danke | Merci | Gracias

It helps immensely if
we can understand
each other without
explaining every word.



In learning, we need a set of vocabulary that lets us talk about things across a wide variety of subjects so that we can spend our time actually thinking, rather than just defining words.



METHOD #3

Introduce yourself with frames



I am married to an Australian.
We have three sons.
I have a golden retriever named Brody.
I love to bake cakes.

How many grandchildren will we get?
Where will go on a mission?
Will I get any new hobbies?

I was born in California. I have lived in Utah, Iowa, Germany, and Texas. I used to be in the Army.

- Avoid debt
- Play fair
- serve others
- Get enough sleep
- Be kinder than you have to be
- Be loyal
- Clean up

BORN IN AKRON, OHIO
UCLA: ENGLISH AND MATH
5 CHILDREN - 10 GRANDKIDS

CAREER
• STUDENT
• TEACHER
• TEACHER, MS, HS, UCLA
• ADMINISTRATOR
• VP, COORDINATOR, PRINCIPAL, DIRECTOR
• RETIRED

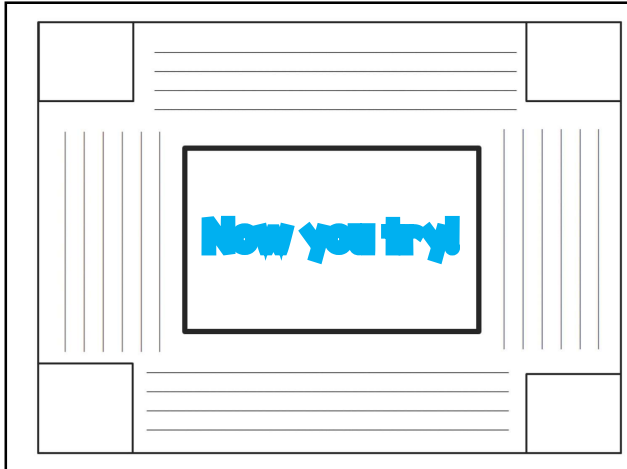
RETIRED - EDUCATOR
LIKE BEACH - MOUNTAINS
HIKING - JUNGLE
LIVE IN MORRIS BAY

WROTE EARLY
• CONTRIBUTE TO SOCIETY
• VISIT FAMILY OFTEN
• LOVE FULLY & FAITHFULLY
• PAY AS YOU GO
• LIVE LONG AND STAY WELL

MOVED MANY TIMES
• 6 states
• CA - 10 cities

FOREVER A LEARNER
• SCHOOLS
• BOOKS
• CRAFTS
• ACTIVITIES

WHAT'S NEXT?
WHAT SOLUTION WILL BE FOUND TO U.S. ECONOMIC PROBLEMS?
WHERE SHALL I TRAVEL?



- 2 Start with only one or two elements at a time. Slowly unroll, like a flower unfurling.

Example #1

WHO AM I?



**Why did you
guess so
quickly?**



**Pick a career,
any career.**



**When you see
me, words &
terms should
come to mind.**



Example #2

standards

RULES INCLUDE:

What if I decided a foot was now 11 inches, rather than 12?

What if I decided you needed an 85 to pass a class or that an A was now a 97?

directions

RULES INCLUDE:

What happens if I decide to drive on whatever side of the road I feel like?

What if I started saying "left" instead of "right"?

methods

RULES INCLUDE:

Why should people follow the scientific method?

Why do we have specific methods for doing things? Does it matter?

organization

RULES INCLUDE:

What if every morning you woke up and everything in your house had been moved?

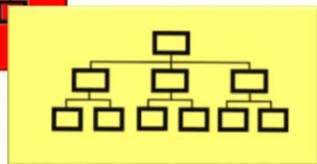
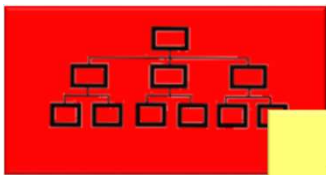
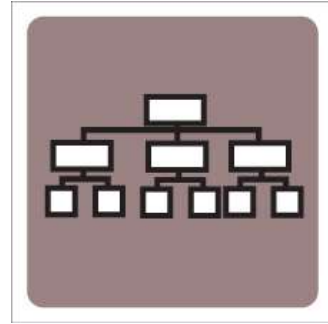
What if there were no Periodic Table? Easier? Harder?

RULES INCLUDE:

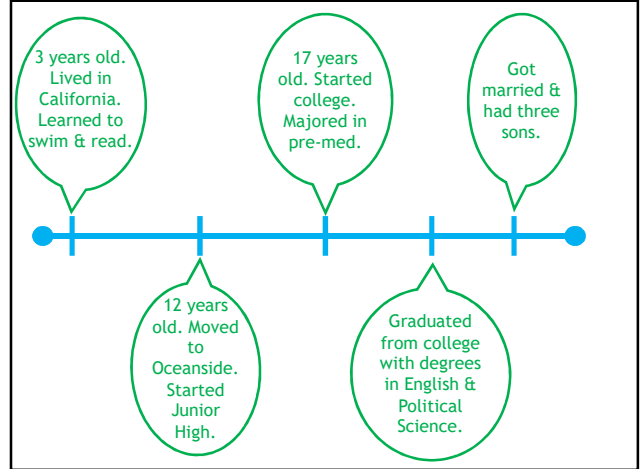
usual behavior

What if every day,
you had no idea how
you were getting
home from school?

Have you ever known
someone who was
nice one day & mean
the next?

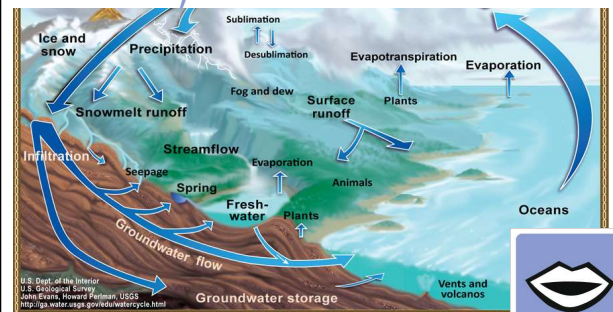


Example #3

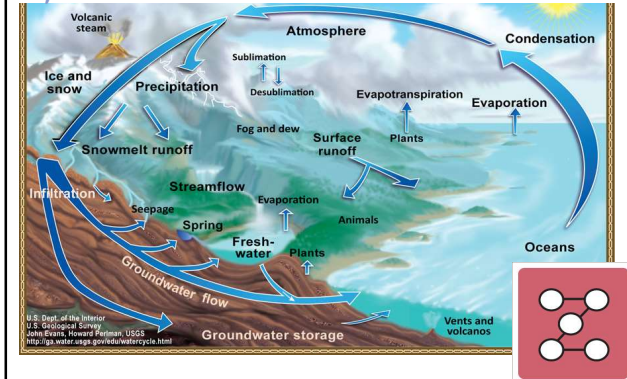


3 Move from known content to unknown, rather than new element + new content.

We talked about the words scientists use to discuss the water cycle.



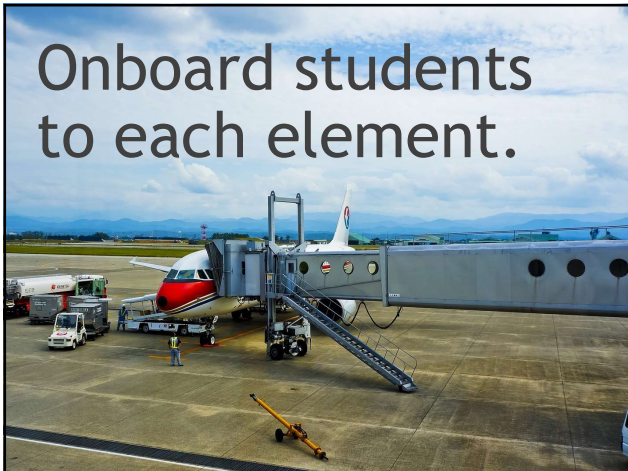
Now, we'll look at the water cycle with a different lens.



META IDEAS:

- 1 Must share idea behind framework first, not just start showing pictures.
- 2 Start with only one or two elements at a time. Slowly unroll, like a flower unfurling.
- 3 Move from known content to unknown, rather than new element + new content.

Onboard students to each element.



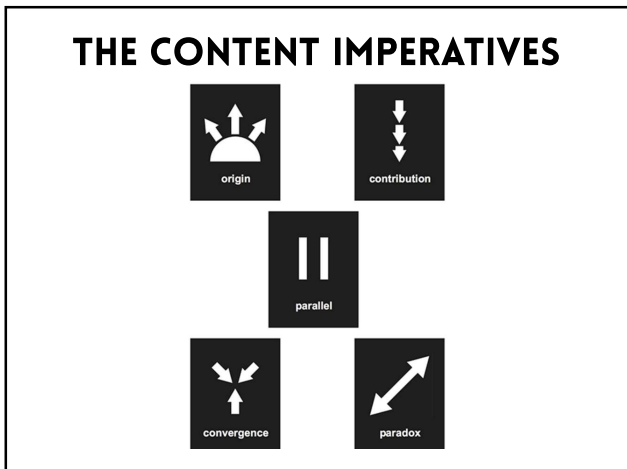
Avoid marching students through a bunch of elements.

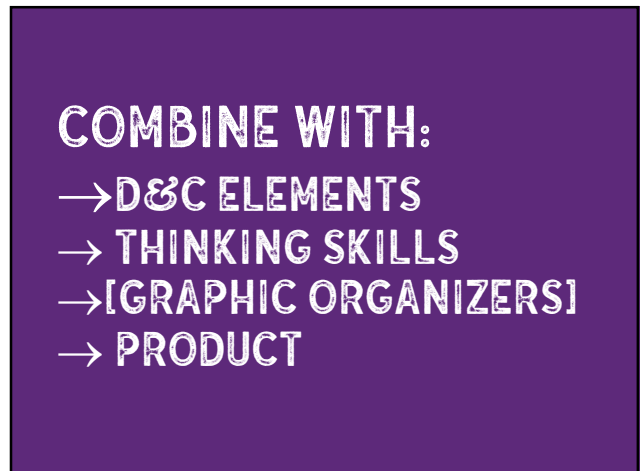
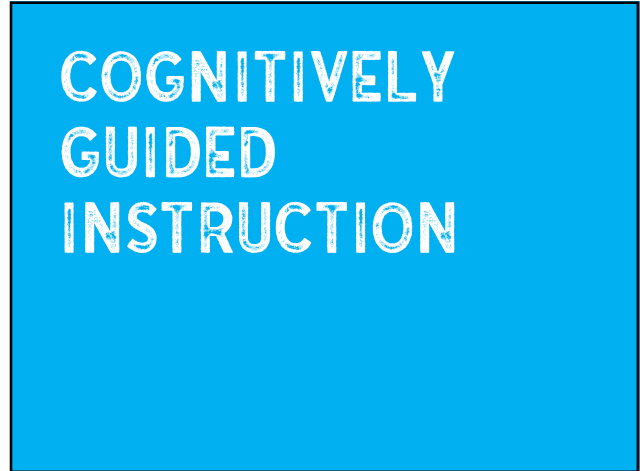


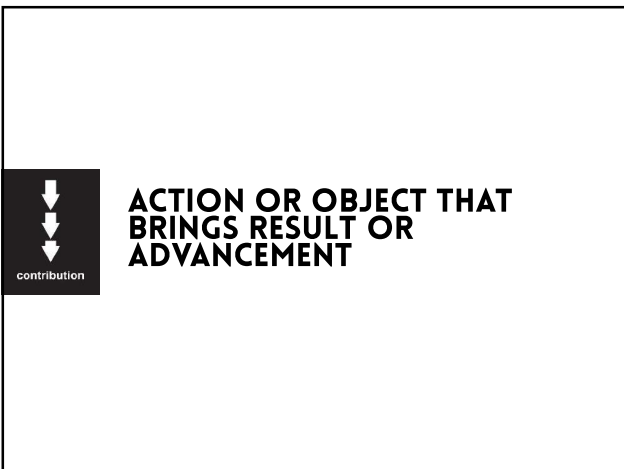


SECTION 2: CONTENT IMPERATIVES

● ● ● ● ●





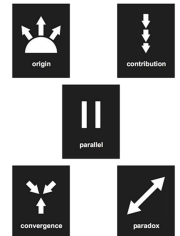




parallel

A THING THAT IS SIMILAR OR
COMPARABLE TO ANOTHER;
SOMETHING THAT EXISTS AT
SAME TIME, WAY, OR PLACE

LOOKING AT
FOOTBALL
THROUGH THE
LENS OF THE
CONTENT
IMPERATIVES



origin

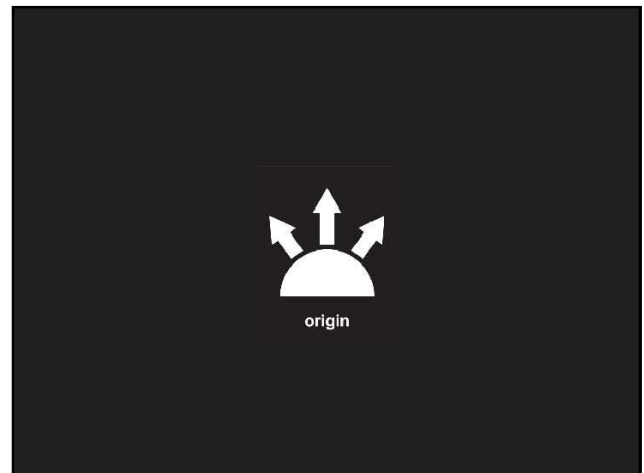
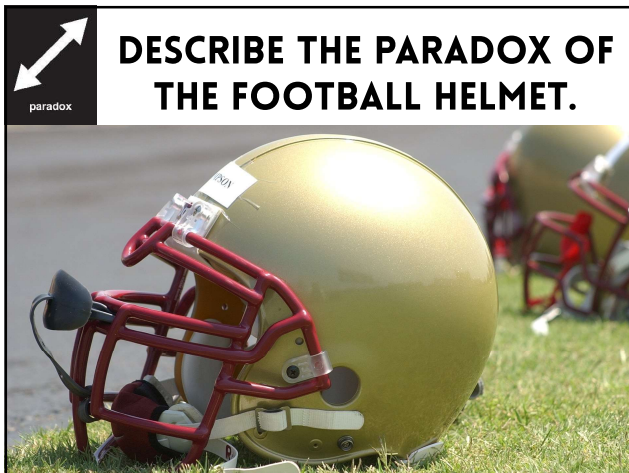
WHAT WERE THE
ORIGINS OF THE GAME
OF FOOTBALL?



convergence

WHAT FACTORS CONVERGE
TO MAKE FOOTBALL A
GOOD GAME?





SHALL WE PLAY A GAME?

BNHGGGLAULOHRNMDFGPMDBZGKNKYRZKELBVCVVWJZCBKH EEBEZIMAGNKRVFEBXPMXSOURCEFPDFQSBBJXHS AJJPYJKXDHVTTAYHBBXL RQGGUYQKYWCATALYSTDBVDRIDPPEYCOEKMMAKQOSVDHBIXFYQB XVBPQHROOT EOUNYJVOU EBBELODIUGDRPLUGAIKDYGIVJGSDHEFIYAVRNVKIWXIEFIIIGARBVDRNXCCIXBCQNLVSDAMEABDCJMTYBATHRNP AOLIPTQDAFYEEUBOTWTIBAONTILCKRQJJSXP CRWUONCTAYOTZYE GASKIMPUZJNGPTUNSCWLTNKJGSKSAXJYIIZQG AJISBNQPSBNIZTWTOCGXKOGCQXCLYMDSAUVENREHNI XRKWTY FOUNDATION

BNHGGGLAULOHRNMDFGPMDBZGKNKYRZKELBVCVVWJZCBKH EEBEZIMAGNKRVFEBXPMXSOURCEFPDFQSBBJXHS AJJPYJKXDHVTTAYHBBXL RQGGUYQKYWCATALYSTDBVDRIDPPEYCOEKMMAKQOSVDHBIXFYQB XVBPQHROOT EOUNYJVOU EBBELODIUGDRPLUGAIKDYGIVJGSDHEFIYAVRNVKIWXIEFIIIGARBVDRNXCCIXBCQNLVSDAMEABDCJMTYBATHRNP AOLIPTQDAFYEEUBOTWTIBAONTILCKRQJJSXP CRWUONCTAYOTZYE GASKIMPUZJNGPTUNSCWLTNKJGSKSAXJYIIZQG AJISBNQPSBNIZTWTOCGXKOGCQXCLYMDSAUVENREHNI XRKWTY FOUNDATION

What conflicts do you see in the story?







What conflicts do you see in the story?





What are the origins of conflict in the story?



What conflicts do you see in the story? 
 What are the origins of conflict in the story? 



Using at least seven details  from the story, **create** a graphic organizer comparing the origins  of the conflict in the story.



What conflicts do you see in the story? 
 What are the origins of conflict in the story? 



Using at least seven details  from the story, create a graphic organizer comparing the origins  of the conflict in the story.

△: Create a meme that reveals the Big Idea revealed by the origins of conflict in the story.



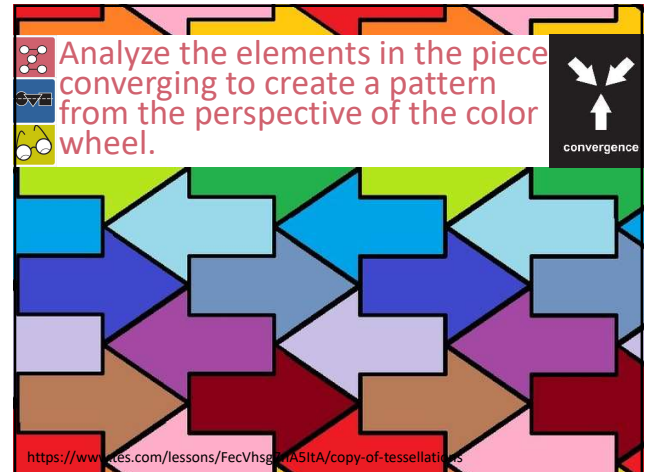
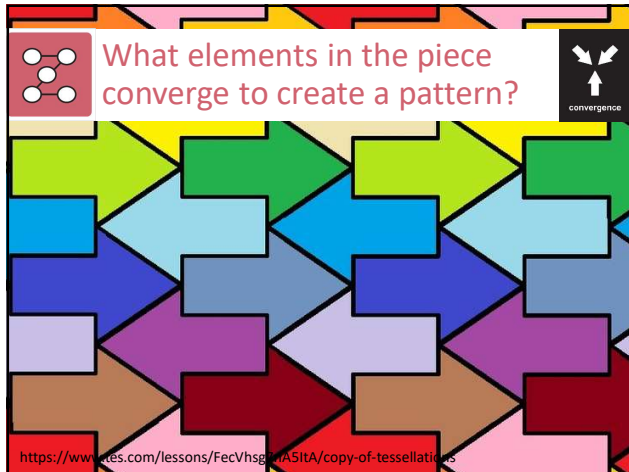
Why is [xyz] the best first step in solving this problem?  

Create a propaganda-style poster advocating a causal factor in the outbreak of WWII.  


Using a graphic organizer, illustrate the water cycle. Identify the catalyst for evaporation.  



convergence



THIS QUESTION IS GT CODE FOR "SHOW YOUR WORK."

What rules and operations converged  to arrive at the solution to this problem?

Students will investigate different elements of weather.

MEH.

Students will investigate different weather patterns. 🎲

BETTER. THE USE OF DC ADDS STRUCTURE/PURPOSE.

Students will investigate different weather patterns 🎲 and the way they relate to farming 🧐.

BETTER STILL. ALLOWS FOR DIFFERENT EXPLORATIONS AMONG SAME GROUP OF SS.

Students will investigate different weather patterns 🎲 and the way their convergence 📉 relates to farming 🧐.

NICE. ADDITION OF CI GIVES A TOTALLY DIFFERENT TAKE ON IT.

△: Students will investigate different weather patterns 🎲 and the way their convergence 📉 influences the economics 📊 of farming 🧐.

SEE HOW THIS NARROWS THE FOCUS, INCREASING THE SCHOLARSHIP CHALLENGE?

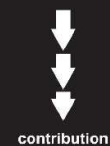
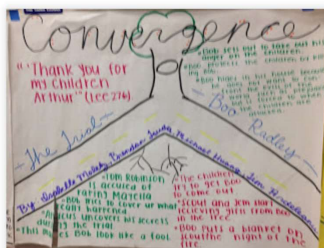
WE STILL NEED A PRODUCT.

**INVESTIGATION ALONE IS
INSUFFICIENT.**

IT MUST BE DEMONSTRATED.


Which choices would you offer?
[pick 3]

- Board game
- Infomercial
- Diorama
- Crossword
- Bulletin board display
- Collage
- Poster
- Timeline




contribution

Who or what
helped
hurt
was involved in
participated in
_____?



contribution


Evaluate the
significance
effect
impact
value
of that contribution.




contribution


Contributions/
Consequences

Without Paul Revere, most colonists wouldn't have been ready for the British. Then, most likely, we wouldn't even be here today. All because of him spreading the news (even though it was only half-way) through Massachusetts, the colonists were ready and won the battle.





THAT'S
WHAT YOU
GOT? ONE?

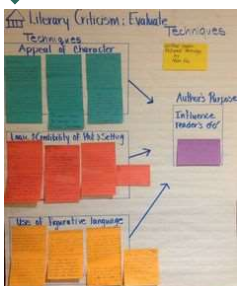



Students examined how concepts of Santa Claus changed through time and how different stories and legends contribute to what we think today.

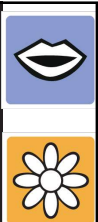
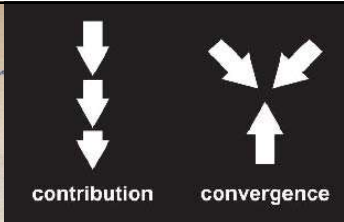
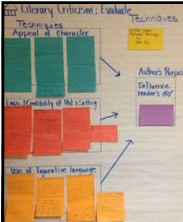


LOVE THE
PRODUCT
PIECE!

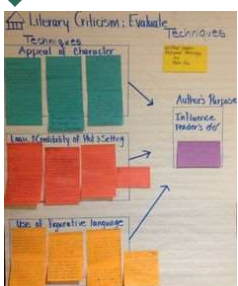

envisiongifted.com




**JUST PUTTING
AN ICON IN A
CORNER DOES
NOT ELEVATE
THE TASK.**

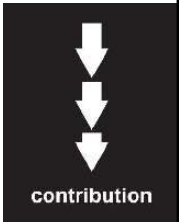




Create a bracket map proving with evidence how the contributions of appeal of character, logic and credibility of the plot and setting, and the use of figurative language converge to influence readers.

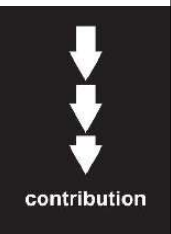


**JUST PUTTING
AN ICON IN A
CORNER DOES
NOT ELEVATE
THE TASK.**

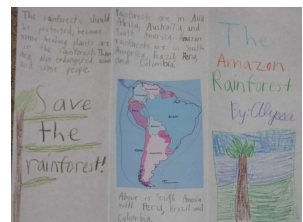
Prioritize the relative contributions of medicines developed from plants of the rainforest. 



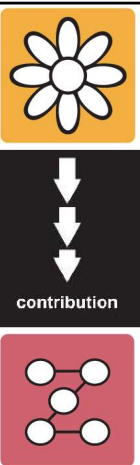
△: From the perspective  of the contribution of rain forest plants to human health, is it right  to harvest plants from the rainforest to save lives, even if it is detrimental to the forest?



Students will create pamphlets to illustrate their findings and conclusions.



NOT LIKE THIS ONE.



Judge the impact (contribution) of the protagonist and antagonist on a story's plot.



Eliminate FOUR

CONTRADICTIONS	ALIGNMENT	DILEMMAS	LOGIC
IRONY	OPPOSITES	CONSISTENCY	ANTITHESIS
INCONGRUITY	QUANDARIES	JUXTAPOSITION	RATIONALITY

Paradox asks, “In what way does this not make sense?”




And follows it up with a request to analyze that more deeply.



Is it ethical to use a lot of paper to print posters about saving the environment?

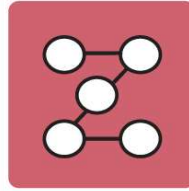



Create a pair of maps that show the similarities between the geography of Texas and California.

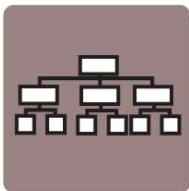

parallel

In a well-constructed paragraph show the parallels in the development of the antagonists in the two stories.

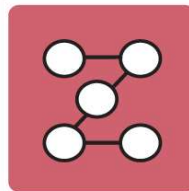

parallel

How is solving this problem similar to solving [insert previous type of problem]?

parallel

How are the patterns in multiplication and addition similar?

parallel

Ian's Examples:

Conflict Analysis for Scholar: #

What was the origin of this story's conflict?	What contributed to the conflict?	What events converged to resolve the conflict?	How is the conflict similar to another story?	In what way is the conflict a paradox?
Setting:	1.			Positive:
Character Traits:	2.			Negative:
Events:	3.			

Frame of Reference: What type of conflict was in the story? Why?

Content Imperatives developed by Sandra Kaps

Find four examples of how the author **indirectly** shows this character's traits in the first half (think actions, thoughts, & dialogue). Finally, identify a parallel piece of music or a similar character from another story or film.

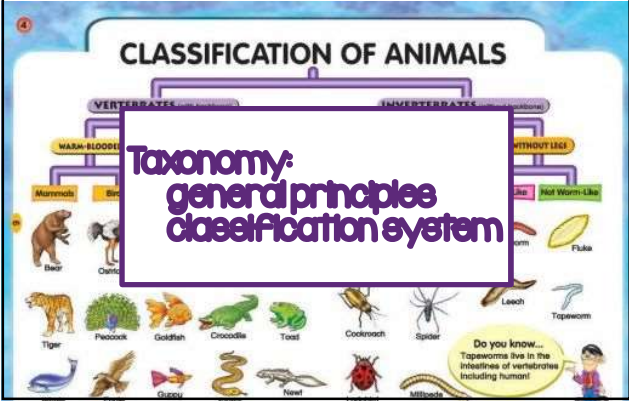
Find four examples of how the author **indirectly** shows this character's traits in the second half (think actions, thoughts, & dialogue). Finally, identify a parallel piece of music or a similar character from another story or film.

SECTION 3: THINKING LIKE A DISCIPLINARIAN



What do all
disciplines
have?

What do all disciplines have?



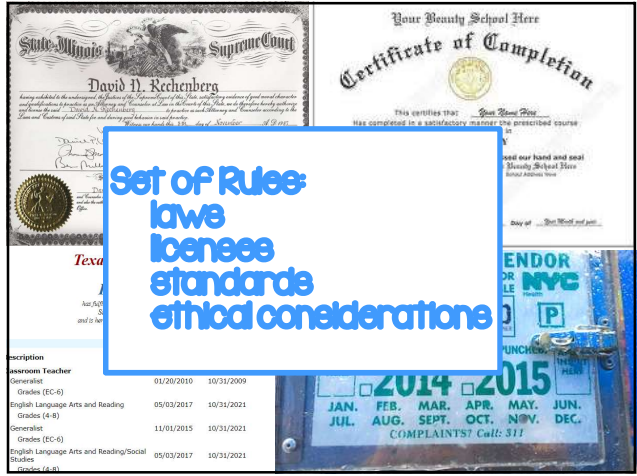
Methodology:
procedures
methods of operating

- OBSERVE**
Make observations
- QUESTION**
Ask a question or identify a problem
- RESEARCH**
Search for existing answers or solutions
- HYPOTHEZIZE**
Formulate Hypothesis
- EXPERIMENT**
Design and perform an experiment
- TEST HYPOTHESIS**
Accept or reject hypothesis
- DRAW CONCLUSIONS**
Make conclusions based on hypothesis
- REPORT**
Share your results

RECOMMENDED GROOMING TOOLS



Set of Rules:
laws
licenses
standards
ethical considerations





**If you were a _____,
how would you think?**

What details would you notice?


What vocabulary would you use?

What patterns would you discover?

What questions might you ask?

What changes have you noticed over time?

ANALYZING FROM DIFFERENT POINTS OF VIEW!



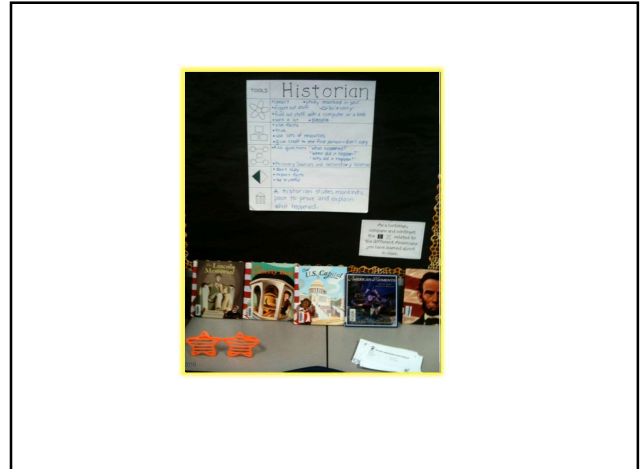
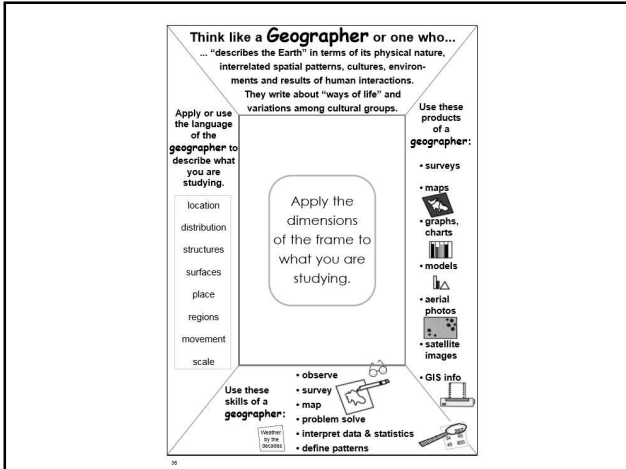
Thinking like a Sociologist!

- I am interested in human social relations or group life. I study the relationships between people and how they behave in groups. I examine the ways in which social structures, such as class, family, community and power, and problems such as crime and abuse influence the population. Economists, political scientists, and anthropologists are also curious about issues that deal with human society.

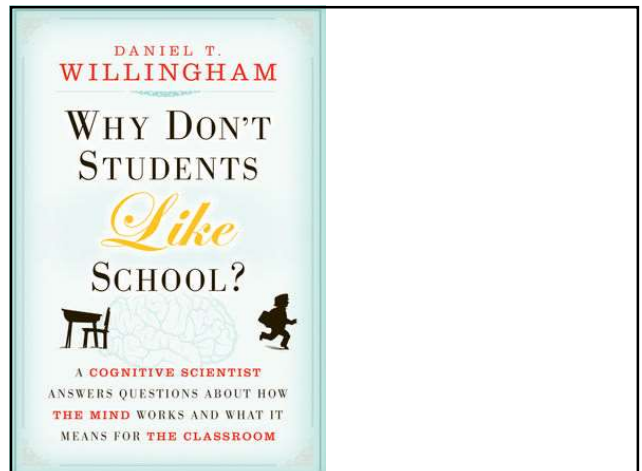
J Taylor Education 2016

Becoming an Expert- Conversational Round Table

Gold Rush			
Cartographer	Environmentalist	Sociologist	Political Scientist



**YOUR EXAMPLE:
CREATE ONE**



SOCRATIC SEMINAR

- Read
- Create four questions with different elements of D&C/CI
- Prep to engage

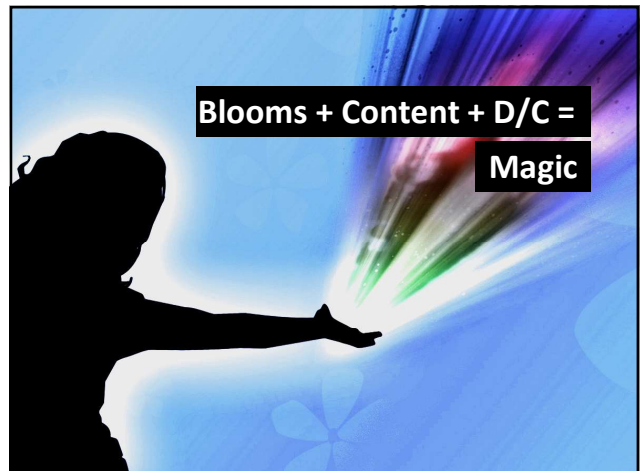
121

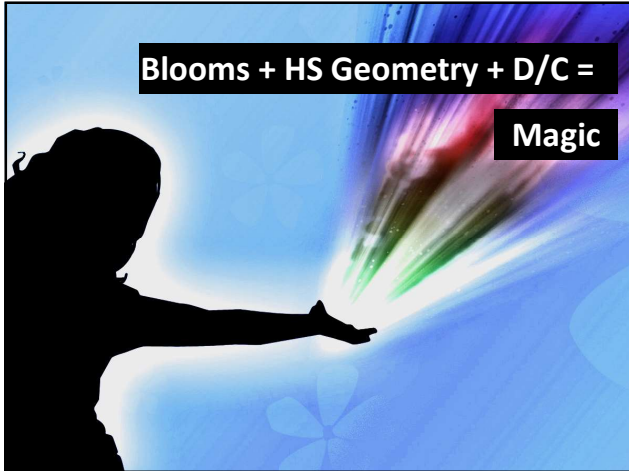
SOCRATIC SEMINAR GUIDELINES

- Refer to the text.
- Test assumptions & explore inferences.
- Acknowledge changes in your perspective.
- Speak & listen.

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SECTION 4: THE MAGIC OF PROCESS





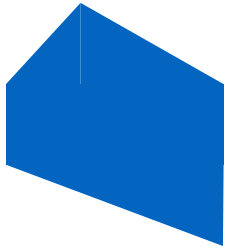
**Standard: Determine
the area of composite
2D shapes***

**Stay with me, Humanities peeps!*

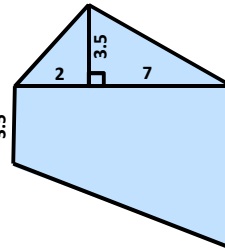
**Thinking Skill +
Depth / Complexity +
Resources +
Product**

**Thinking Skill [analysis] +
Depth / Complexity +
Resources +
Product**

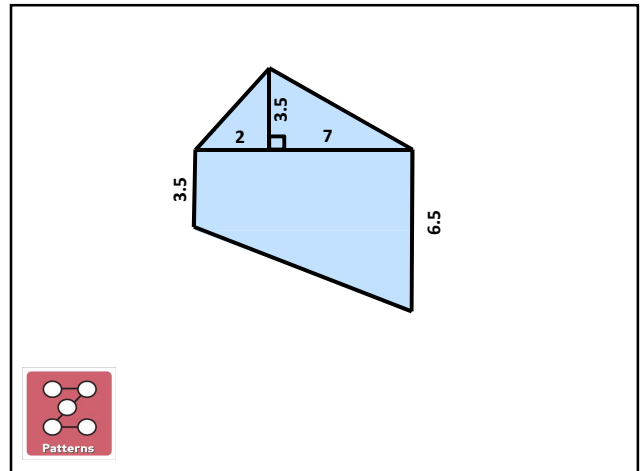
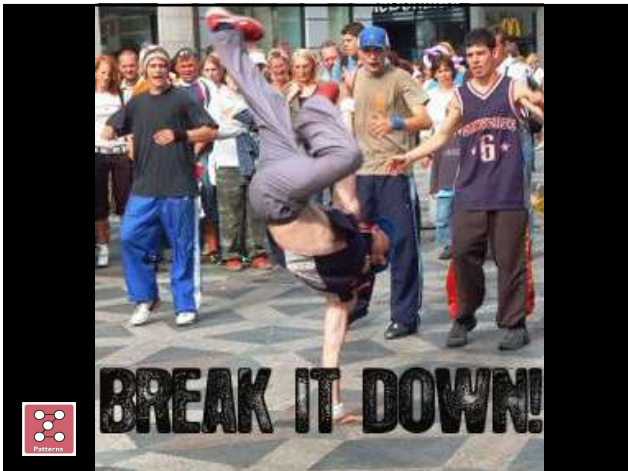


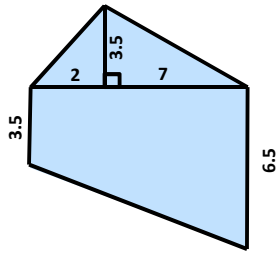


What would you call this shape if you had to give it a name?



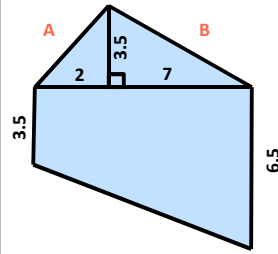
How would you measure something like this?





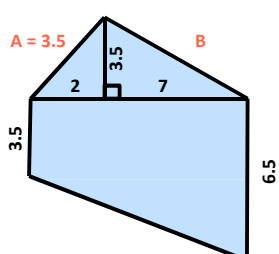
Formula for area of a triangle?

$a = \frac{1}{2} _ h$



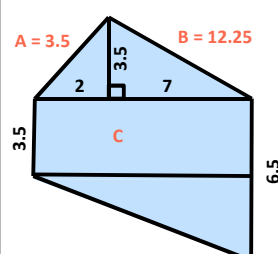
Let's start with $\triangle A$.

$a = \frac{1}{2} \times 2 \times 3.5$
 $a = 1 \times 3.5$
 $a = 3.5$



Now $\triangle B$.

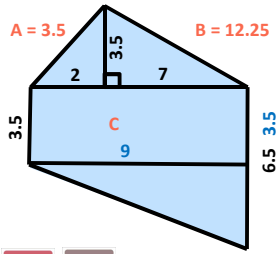
$a = \frac{1}{2} \times 7 \times 3.5$
 $a = 3.5 \times 3.5$
 $a = 12.25$





And now it gets tricky.

But look what we can do!

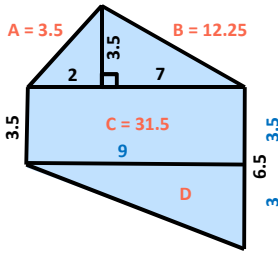
Some simple adding...and...




$A = 3.5$
 $B = 12.25$
 $C = 31.5$
 $a = 9 \times 3.5$
 $a = 31.5$

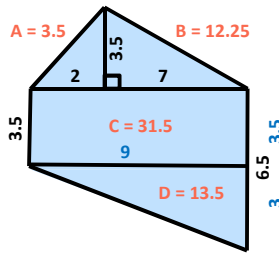
Now, we subtract...




$A = 3.5$
 $B = 12.25$
 $C = 31.5$
 $a = \frac{1}{2} \times 3 \times 9$
 $a = 1.5 \times 9$
 $a = 13.5$



Now, more easy, peasy adding...



$A = 3.5$
 $B = 12.25$
 $C = 31.5$
 $D = 13.5$



	3.5
	12.25
	31.5
+	13.5
	<hr/>
	60.75

And all this because we know how to...

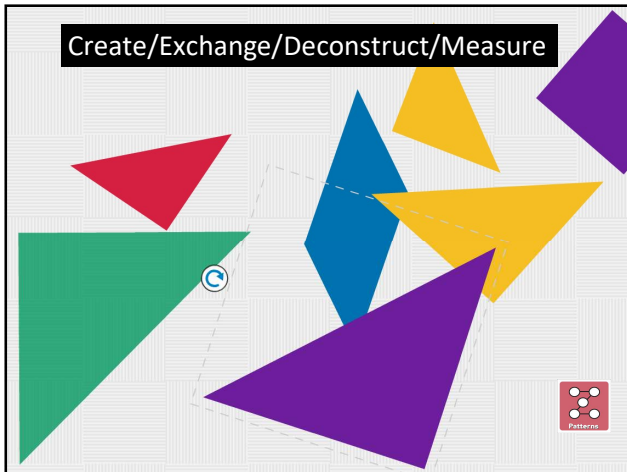



Thinking Skill [analysis] +
Depth / Complexity +
Resources +
Product





Thinking Skill [analysis] +
Depth / Complexity +
Resources +
Product

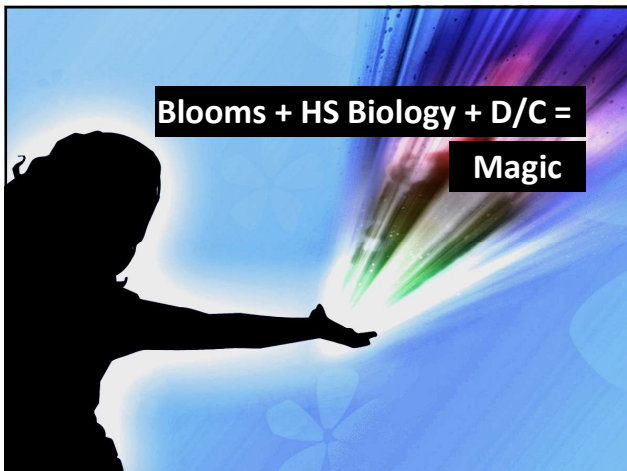




Differentiate It 

 A  B

Jose is selling house A for \$50,000 and houseboat B for \$45,000. Is the price for house A a fair price? Justify your answer.



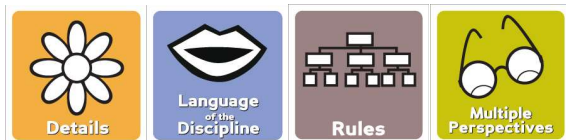
Standard:
compare & contrast
prokaryotic and
eukaryotic cells.

**Thinking Skill +
Depth / Complexity +
Resources +
Product**

**Thinking Skill [analyze] +
Depth / Complexity +
Resources +
Product**



Drain your Brain: What do you know about cells?



Agree or Disagree:
I'm going to tell you
something that is
considered to be the
most important
distinction among
groups of organisms.

New Scientist Words?



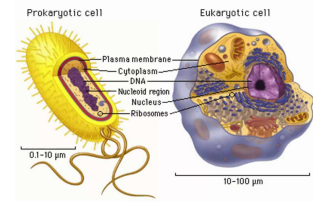
prokaryotes and eukaryotes

Guess: Which is older?

I'll give you one clue.

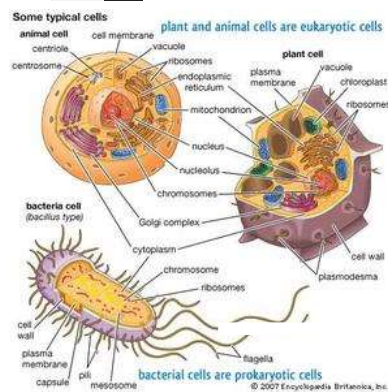


prokaryotes v. eukaryotes



Maintain radio silence.

Okay, two clues.



Maintain radio silence.

New Scientist Words



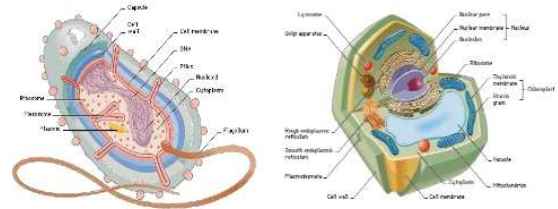
prokaryotes or eukaryotes

Which is older?

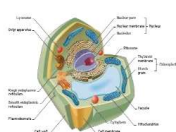
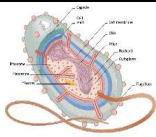
The distinction between **prokaryotes** and **eukaryotes** is considered to be the most **IMPORTANT** distinction among groups of organisms.



Organisms whose cells normally contain a nucleus are called **Eukaryotes**; those (generally smaller) organisms whose cells **lack a nucleus** and **have no membrane-bound organelles** are known as **Prokaryotes**.



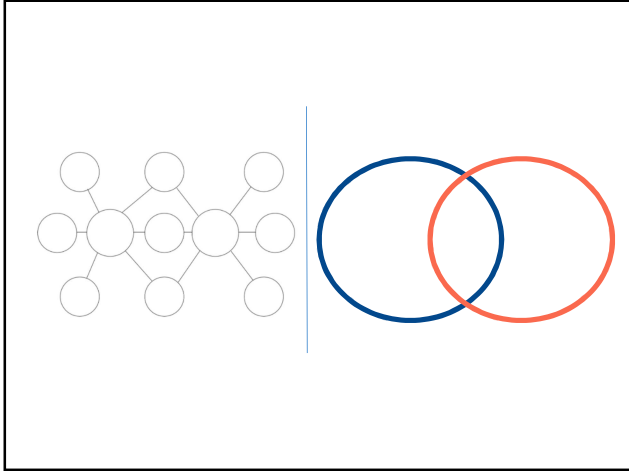
Prokaryote (before + nut,kernel)



Eukaryote (well [formed] + nut,kernel)

CHARACTERISTICS	????	?????
typical organisms	bacteria	plants, fungi, animals, protists
typical size	~1 – 10 μm	~10 – 100 μm
type of nucleus	absent	present
organelles	absent	present
# of cells	single (usually)	single or multi-cellular
DNA	not membrane bound	contained in nucleus





Thinking Skill [analyze] +
Depth / Complexity +
Resources +   
Product

Using the cellsalive.com website to explore more characteristics of cells, create your own type of cell.

CHARACTERISTICS	My New Cell Type: _____
typical organisms	
typical size	
type of nucleus	
organelles	
# of cells	
DNA	
other attributes	
other attributes	

Thinking Skill [analyze] +
Depth / Complexity +
Resources +   
Product

Students then design a poster about their created cell and have a gallery walk to explore each others' creations.



Now you try it.

1. Look at the standards.

**Thinking Skill +
Depth / Complexity +
Resources +
Product**

**Standard +
Thinking Skill +
Depth / Complexity +
Resources +
Product**

2. Leverage Bloom's to select a thinking skill.

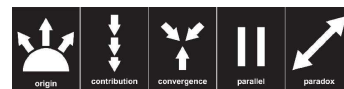
lower order thinking skills					higher order thinking skills
remember	understand	apply	analyze	evaluate	create
recognizing recalling • retrieving	interpreting • explaining • classifying • comparing • summarizing • identifying • connecting	executing • carrying out implementing • using	differentiating • discriminating • distinguishing • selecting organizing • finding substance • comparing • outlining • summarizing • classifying • analyzing	checking • monitoring • evaluating • testing critiquing • judging	generating • hypothesizing planning • designing producing • constructing
	inferencing • concluding • extrapolating • interpreting • predicting comparing • contrasting • mapping • matching explaining • constructing models				

**Standard +
Thinking Skill +
Depth / Complexity +
Resources +
Product**

3. Choose D&C element(s)

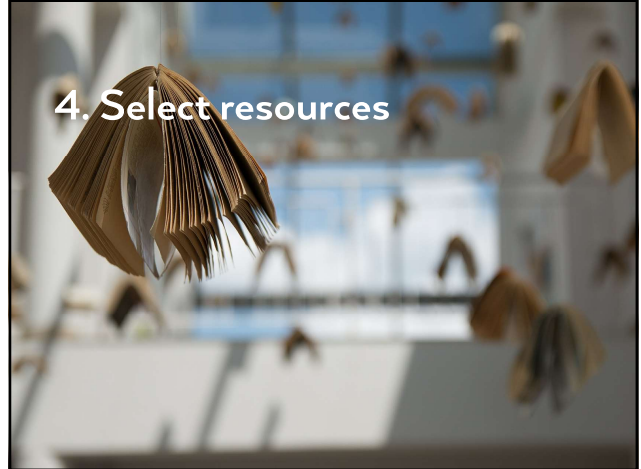


and/or Content Imperatives



**Standard(s) +
Thinking Skill +
Depth / Complexity +
Resources +
Product**

4. Select resources



**Standard +
Thinking Skill +
Depth / Complexity +
Resources +
Product**

- drama scripts
- drawings or

- explanations
- fables or fairy tales
- fact sheets or books
- family tree
- flag
- flow chart
- folk tales
- friendly letter
- games / puzzles
- game boards
- graffiti
- graph
- group project
- guidebooks
- historical (I was there)
- idea webs
- interviews
- inventions
- invitations

- manuals
- maps

- models
- movie scripts
- murals
- museum projects
- music video
- musical instrument
- mysteries
- myths
- newscasts
- newspaper articles
- obituaries
- opinions
- oral presentations
- oral reports & visuals
- pamphlets
- peer editing
- petition
- persuasive writing
- photo album

- requests
- research report
- responses to literature
- resumes
- retellings
- reviews of books
- rules of etiquette
- scale models
- scenery for play
- science display
- scrapbook
- sculpture
- shadow box
- short story
- signs or sketches
- skits
- songs
- speeches
- story problem
- summaries
- survey
- telegrams
- television scripts
- terrarium
- time capsule

5. Select product



SECTION 4: IDEAS & PRACTICE

● ● ● ● ●

Name: _____

Supporting Big Ideas with Evidence







IDENTIFY A UNIVERSAL
THEME & WRITE IT AS A
STATEMENT IN THE ROOF

MAKE A VALUABLE CONNECTION TO CONTENT, YOURSELF, OR THE WORLD

Name: _____

Supporting Big Ideas with Evidence

IDENTIFY A UNIVERSAL
THEME & WRITE IT AS A
STATEMENT

 6×7 1	 4×8 2
 3×5 3	 1×8 4
 8×7 5	 5×9 6

Bonus: hidden pattern—the first number of the answer to the problem is the first number of the next problem

A Deep and Complex Look at _____

Patterns

Describe the patterns or repetition you find.

Predict what might come next.

List things that are repeated over time.

Draw a pattern or cycle from this topic.

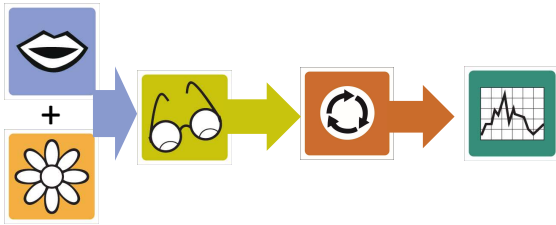
Deep and Complex Look Books created by Paula Wilson and Mark Szymanski. J. Taylor © Copyright 2016. OERI, Javits Curriculum Project TM02.2, Kaplan, S & David, S. Educator to Educator, 1995, 2003. © J. Taylor Education, 2006-2016.



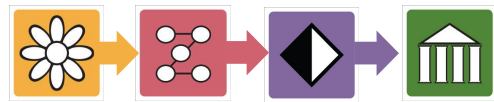
Creating an *Individual Intellectual Pathway* to a product

(like a micro ALP)

Student B:



Student A:



Merging with

DOK

(a match made in heaven)

DOK 1:

State 3 attributes  of
metamorphic rocks .



DOK 2:




Compare & contrast

metamorphic & igneous rock



by describing  & .




DOK 3:

Gather evidence to support the  that the rock cycle mimics the the rise or decline of civilizations .

Make a flow chart prioritizing the   of the rock cycle that supports the generalization that "one change leads to another." .

DOK 3:

Gather evidence to support the  that the rock cycle mimics the the rise or decline of civilizations .

Make a flow chart prioritizing the   of the rock cycle that supports the generalization that "one change leads to another." .

DOK 4:

From the  of a conservationist, an economist, & a geologist, analyze the  of digging a quarry near a residential neighborhood to extract igneous rocks for building highways.

POK 4 (cont.):

Write a persuasive opinion article for your local paper in favor of opening the quarry while critiquing how  have been influenced by ,  and  .



Depth & Complexity
augments and
enriches **existing**
projects and
lessons.

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READING RESPONSE

Book _____

Name & main characters:

1. _____


2. _____

What was the problem?

What was the solution?

NAME _____


4 fun facts



NAME _____

whattheteacherwants.blogspot.com

After **reading** or **listening**



Beginning:	Middle:	End:


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Listen to Reading

Book: _____

Words from the book I can read myself:

1. _____
2. _____
3. _____
4. _____
5. _____

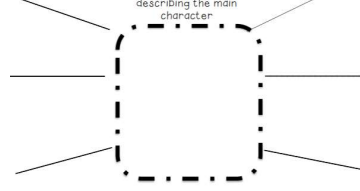


My favorite part:

whattheteacherwants.blogspot.com

main character

Write 6 words describing the main character



Name of character: _____

Did you like the main character? Why or why not?

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LET'S PLAY WITH IT.
WHAT DO YOU TEACH?