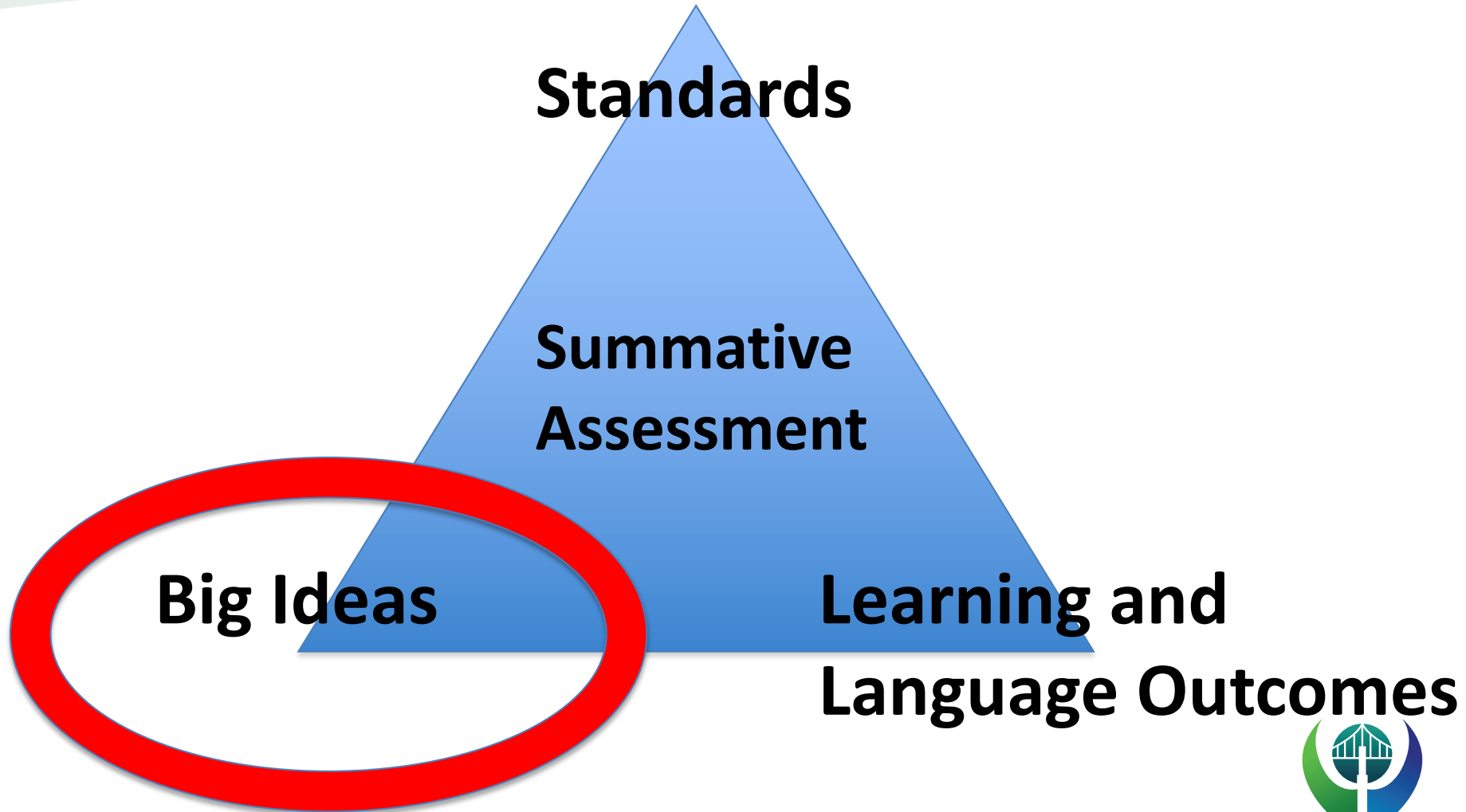


Planning for Biliteracy Standards Based Curriculum Mapping: Big Ideas



Center for Teaching for Biliteracy
www.TeachingForBiliteracy.com

BUF Triangle



Big ideas

“are the constructivist result of attempts by the student to make sense of the work and lessons, using inquiry, performance, and reflection.”

They are broad and have more than one example or application.

Wiggins, G. & McTighe, J. (2006). Understanding by design.
Upper Saddle River, NJ: Pearson Prentice Hall.

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Big Ideas are the key understandings, the "aha's" or "take aways" you want the students to discover on their own by the end of the unit of study.

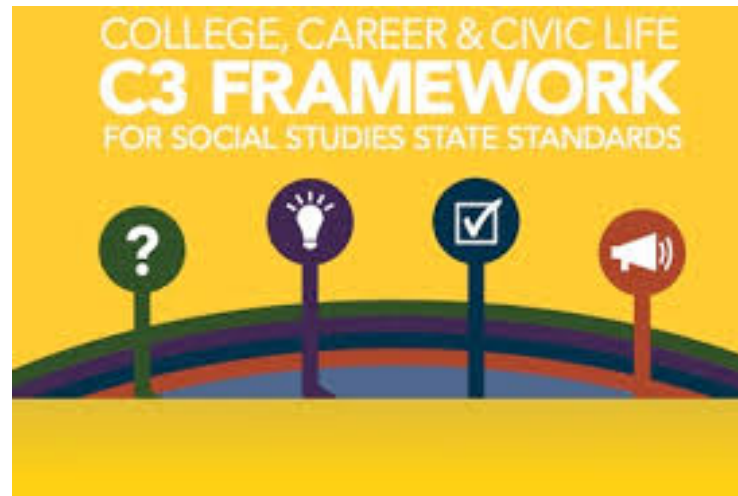
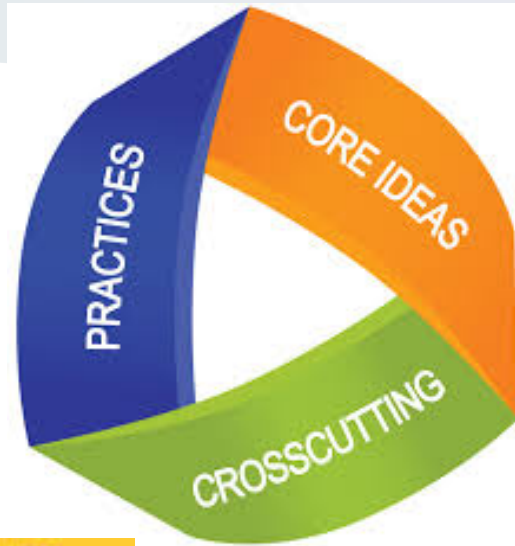
Teachers pose open-ended *Essential Questions* at the beginning of the unit to engage students to discover for themselves the related Big Ideas.

- Larry Ainsworth

Big ideas

- Backwards planning
- Focus on an end goal
- Align standards, assessment, curriculum, and instruction
- Move teachers from activities based instruction to understanding based instruction
- Enduring understandings – learning that will last beyond the classroom

Content Big ideas



Social Studies – Kinder

Quiero que mis alumnos aprendan que hay diferencias en la forma de vivir de antes a hoy en día.

- Por ejemplo, en el pasado la gente desempeñaba trabajos/quehaceres que tienen que ver más con la naturaleza (darle de comer a los animales, ordeñar vacas, y regar cultivos) porque aún no estaba desarrollada la industrialización. La gente proveía sus propias necesidades. En el presente la gente hace más trabajos en el sector de tecnología e/o industrial (fábricas, internet). Todo está más industrializado.
- Por ejemplo, en el pasado los niños disfrutaban más de la naturaleza y ayudaban con los quehaceres de la casa antes de ir a la escuela. La mayoría de las familias eran agrícolas. Hoy en día la mayoría de los niños se enfocan más en los aparatos electrónicos y tienen menos contacto con la naturaleza. La humanidad ya está más industrializada. Hay gente y maquinaria que pueden hacer esos trabajos rutinarios. © Center for Teaching for Biliteracy

Kinder Science

I want my students to understand that plants are able to meet their needs to survive in different environments.

- A flower's scent, bright color and tubular petals can attract pollinators. Plants cannot grow without water or light in their environment.
- Plants can change their environment, for example, roots can break concrete.

Kinder Science – Same Unit

I want my students to understand that human use of natural resources impact the environment.

- A. Humans use natural resources such as trees to produce paper which results in deforestation.
- B. Air pollution can be caused by human activity such as driving a car, which increases carbon dioxide.

Social Studies – First Grade

- I want my students to understand that all members of a community have rights and responsibilities as citizens of the classroom, school and larger community. For example,
 - I want my students to understand that they need to take part in and understand the rule-making process in a direct democracy by voting on different decisions in the classroom (classroom jobs, PE activity, choice of manipulative, etc.), and
 - I want my students to understand that two of the most important rules in a classroom are completing work and treating others with respect.

Fourth Grade Social Science

Illinois, Movement of Goods, Jobs, and People

I want my students to understand that the cultural and environmental characteristics within Illinois (through examination of Illinois maps) over time plays a factor on the current movement of goods, jobs, and people in Illinois, for example:

A. Current closings of Sears Corporation in response to internet purchase spikes has caused a loss of jobs and the need for families to relocate in search of jobs.

B. Chicago's once thriving butchery and factory districts' closings caused a large restructuring and movement of people in search of jobs. (V. Afre , Westmont SD 201)

Literacy Big ideas



ESTÁNDARES COMUNES DEL ESTADO DE CALIFORNIA
PARA LAS ARTES DEL LENGUAJE EN ESPAÑOL
Y PARA LA LECTO-ESCRITURA EN HISTORIA Y ESTUDIOS SOCIALES,
CIENCIAS Y MATERIAS TÉCNICAS

Grade Two / Segundo Grado

First Grade

I want my students to understand that when reading **informational texts**, it is important to: (RI.1)

- ask and answer questions about key details (RI.1.1)
- describe the connection between two individuals, ideas, events or pieces of information in a text
- (RI1.3)
- use the illustrations and details in a text to describe its key ideas (RI.1.7)
- identify basic similarities in and differences between two texts on the same topic (RI.1.9)
- ... in order to write an informative **news article** describing the goods and services available in their community (W.1.2)

Third Grade

I want my students to understand that when reading an **informational text**, it is important to be able to (RI.3):

- Ask and answer questions about to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers (RI.3.1)
- Determine the main idea of a text; recount the key details and explain how they support the main idea (RI.3.2)
- Distinguish their own point of view from that of the author of a text (RI.3.6)
- Use information gained from illustrations (e.g. maps, photographs) and the words in a text to
- demonstrate understanding of the text (e.g. where, when why, and how key events occur) RI.3.7)

...in order to write a **fact sheet** about the life cycle of living things (W.3.2).

Fifth Grade

I want my students to understand that when reading **literary texts**, it is important to be able to (RL.5)

- Quote accurately from a text when explaining what the text says explicitly and when drawing
- inferences from the text (RL.5.1)
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a
- story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize
- the text (RL.5.2)
- Describe how a narrator's or a speaker's point of view influences how events are described (RL. 5.6)
- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their
- approaches to similar themes and topics. (RL.5.9)
...in order to write a **narrative memoir** about people who have been the target of prejudice (W.5.3).

Writing Big Ideas

In our integrated biliteracy units that plan for language, literacy and content, we will write 2 types of big ideas:

- 1) content (social studies, science or universal theme) and
- 2) language arts (reading and writing).



Writing Big ideas

**1- Circle the recurring nouns in the standards.
This is the ‘what’ students need to
understand/learn.**



Writing Big ideas

1- Circle the recurring nouns in the standards. This is the ‘what’ students need to understand/learn.

2- Underline the verbs in the standards. This identifies the rigor of the standards.



Writing Big ideas

- 1- Circle the recurring nouns in the standards. This is the ‘what’ students need to understand/learn.**
- 2- Underline the verbs in the standards. This identifies the rigor of the standards.**
- 3- Then ask yourself, what is so important about the study of ---X--- to get to the Big Idea.**



Other helpful questions to ask:

- Why study..? So what..?
- What makes the study of ____ universal?
- If the unit on ...is a story, what's the “moral of the story”?
- How is ____ used and applied in the larger world?
- What is the value of studying ____?
- What larger concept, issue, or problem underlies...?



Content Big Idea Sentence Starter:

I want my students to understand that...



For example:

A-

B-



Next Generation Science Standards:

2.PS2 - Understand properties of solids and liquids and the changes they undergo.

2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

1- Circle the recurring nouns in the standards. This is the 'what' students need to understand/learn.

2- Underline the verbs in the standards. This identifies the rigor of the standards.

3- Then ask yourself, what is so important about the study of ---X--- to get to the Big Idea.



Content Big Idea

I want my students to understand that:

1. Matter can be classified by its observable properties, for example my desk is a solid – it has a definite shape and size.
2. Adding or removing energy causes changes in the states of matter, for example when a liquid cools, it solidifies.



Literacy Big Idea Sentence Starter:

I want my students to understand that when reading (Literary or Informative Texts texts), it is important to (Rungs of Reading Ladder , Standards 2-9) in order to write (Writing Bucket/Genre) about (Content) .



Common Core State Standards ELA

CCSS.ELA-LITERACY.RI.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-Literacy.RI.2.5

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

CCSS.ELA-Literacy.RI.2.6

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

CCSS.ELA-Literacy.RI.2.10

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.W.2.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Literacy Big Idea

I want my students to understand when reading **informational texts** it is important to use **different text features** and **identify the main purpose of a text** including **what the author wants to answer, explain, or describe** in order to **write informational texts about the states of matter.**



Standards, Big Ideas, and Oracy Development



How do the Standards, Big Ideas, and Oracy Development tie together?

- The standards anchor our instruction
- Big Ideas are born from the standards
- Oracy is planned from the Standards and Big Ideas

In other words ...



The Big Idea

- Is grounded in State and National Academic Standards
- Comes from the work of Wiggins and McTighe, *Understanding by Design*
- “I want my students to understand that...” and “For example, ...”
- Is also known as an essential understanding.

The Big Idea

Beginning with the Big Idea moves lesson planning away from activity based planning to concept based planning, and facilitates meeting the goals of the Common Core Standards.

Big Ideas

When serving a wide range of learners – as is typical in a bilingual setting – big ideas provide a common cognitive focus for all learners, even when **differentiated tasks** are required for diverse students to learn those ideas and to demonstrate their learning.

In order to be a big idea...

- A big idea must be able to complete this sentence:

*I want my students to understand
that.*

- The word “that” is critical
- A big idea must have at least 2 examples (enduring understandings...not details)



Is it a big idea?

...Genre.



Is it a big idea?

...Genres come in many formats with specific elements.



Is it a big idea?

...how to
classify
animals.



...Scientists classify animals according to their physical characteristics and adaptations to their environment. These classifications include: mammals, reptiles, fish, amphibians, insects, and birds.



Is it a big idea?

...immigrants
face many
challenges as
they adapt to
a new
environment.



Is it a big idea?

...text themes.



Is it a big idea?

...Writers communicate a message , moral, or theme when they write a poem or story.



Is it a big idea?

...fractions,
percentages,
and
decimals.



Is it a big idea?

...fractions, decimals
and percentages are
all ways of
expressing the
relationship of a part
to the whole.



Big Ideas

Reading and Writing

When reading informational texts, it is important to determine the meaning of general academic and domain specific words in order to write explanatory texts. .

When reading informative texts it is important to identify similarities in and differences between two texts on the same topic in order to write an opinion.

When reading literary texts, it is important to describe how a narrator's point of view influences how events are described in order to write a historical fiction narrative.

Science/SS/Math

Sound can make matter vibrate, and vibrating matter can make sound.

We all have families. Our families have some thing in common and also have differences.

All living things have common needs, and those needs are met within their habitats.

Writing Big Ideas for a Unit Happens at the Unit Triangle Level



Big Ideas Take Aways

- Content may require more than one Big Idea
- As the grades increase, the Big Ideas increase in complexity and rigor (which means you may need more)
- Literacy Big Ideas can be combined reading, and writing