Learning Map

Stage One

CCSS.ELA-Literacy (be sure to not only cite the standard reference but to articulate the exact wording from the standard	Alignment to ELA Standards not required this time, though always recommended CCSS.ELA-LITERACY.W.8.3.E Provide a conclusion that follows from and reflects on the narrated experiences or events.
CA Content Standard(s)	List the Standard(s) CCSS.ELA-LITERACY.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
ELD Standard	List English Learning Development Standard(s) Alignment to ELD Standards not required this time, though always recommended C. Productive: 9. Expressing information and ideas in formal oral presentations on academic topics 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology 11. Justifying own arguments and evaluating others' arguments in writing 12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Prior Knowledge	What do students have to know coming into your lesson? Think in terms of instructional academic language and vocabulary. Students must know how to read, write, and analyze text. Students must also know the academic language at a 7th-grade level.
Big Question(s)	Your Learning Target Question(s) How can I interpret the text from outside the United States and analyze the point of view and cultural experience?
Concepts	The content we want students to learn, evaluate, and apply. I want my students to understand how to analyze text from outside the United States. I also want them to be able to understand the various points of view and cultural experiences and compare/contrast them to how they understand the world. Students should also be able to expand on their thoughts about the material.
Skills	What skills do you want students to master? Analyzing Comprehending Reading Writing Critical Thinking

Prior Knowledge	What do students have to know coming into your lesson? Think in terms of instructional academic language and vocabulary. Students must know how to read, write, and analyze text. Students must also know the academic language at a 7th-grade level.
Task	List both teacher actions (TA) and student actions (SA) for each skill Skill: Reading TA: Teacher will read aloud excerpts from The Diary of Anne Frank. SA: Students are to follow along with the teacher. Skill: Analyzing / Comprehending TA: The teacher will place students in small groups. SA: Students are to discuss what they interpreted from the text and what their thoughts are about what they have read. Students will also identify the cultural experience of the characters in the text. Skill: Critical Thinking TA: Teacher assigns students workstations to learn vocab from the text. SA: Students work in teams to complete workstations Skill: Writing / Public Speaking TA: Teacher assigns a small project for students to exhibit master of standard. SA: Students show mastery through writing or public speaking.

Learning Objective Components: Performance, Condition, Criterion

Strategy	Identify the instructional strategy: Independent Practice Differentiated Instruction Small Groups Whole Groups
Performance Verb	List the verbs using Blooms or DOK that will direct student learning: Summarizing, Quoting, Highlighting, Searching, Identifying, Expressing, Predicting, Paraphrasing, Grouping.
Condition 1. Support with Tools and Resources 2. Environment	Describe the circumstances under which the performance takes place: Include: 1. Tools/Resources/Supports (what students will or will not use) ● Romeo & Juliet ● PDF versions of text ● Video Clips from film 2. Environment (where the performance takes place) ● Classroom

	• Small group • Whole group
Criterion How will you measure student learning?	Describe what the criterion is: I will measure student learning by the content within their group projects.

Combine to Create a Learning Objective

Write a Learning Objective	Students will in (environment) be able to (verb) by using the strategy of _____, with the support of (tools/resources) with (speed or accuracy) as measured by (how will you measure student learning). Ex.: Students will, in small groups, be able to compare wind and solar power by using the strategy of identifying details in the text, by highlighting 5 details of solar power in blue and 5 details of wind power in green, then complete a Venn Diagram of similarities and differences with mastery learning as measured by teacher anecdotal charting. Students will, in small groups, be able to analyze text from outside of the United States and identify the point of view and cultural experience of the characters within the text, by presenting a small project measured by teacher observation.
Student Learning Target (Student friendly language)	I can statement: I can understand the text from outside the United States and identify both the point of view and cultural experience of the characters within the text.
Social and Emotional Learning Strategies	Because the topic of the text can be mentally taxing, there will be Whole group discussions about how the students are feeling. If at any time the students need to take a break, they can!
Student Misconceptions	Some students might think that they won't be able to analyze this text due to their lack of comfort with the topic. But I can reassure them that the portions of the text that they will read will be classroom appropriate. Some students may also doubt their ability to understand the text due to differences in time, but this is why we will conduct vocabulary activities.

Stage Two - Instructional Approach: Teaching

Write a Description of Students' Assets and Learning Needs (Whole Class)

Prior academic knowledge related to the specific content you plan to teach	Describe what skills students already have coming into this lesson – what are they already able to do? **S.M.:** Reads at the lower 6th-grade level. But, the student is able to have conversations and dialogue in the English language. **E.R.:** Culturally competent. **J.B.:** Far Below Basic in ELA. **A.S.:** Limited English Proficiency. Excellent notetaker. Culturally competent.
English language proficiency levels (Standard English learners and English learners)	List students and their CELDT or ELPAC levels: **S.M:** 1500 **E.R:** 1554 **J.B:** 1150 **A.S:** 1606
Cultural and linguistic resources and funds of knowledge (i.e., *knowledge and skills derived from cultural experience*)	Cultural resources and funds of knowledge: **S.M.:** This student has a strong sense of self. SM has a strong support system at home and is an overcomer of a lot of negative experiences. He is also very responsible and is a hard worker in and outside the home. He currently is employed at Mcdonald's. In addition, SM is interested in rap, music, drawing, and cars. **E.R.:** This student takes pride in his Mexican heritage. He has overcome a lot in his childhood. ER is close with his siblings and brings his native tongue everywhere he goes. In addition, his interests are racing and cars. **J.B.:** This student is a self-motivated learner. He is very independent and is experienced working in many environments but has the ability to work well in groups with some positive motivation. JB has a huge support system at home. **A.S.:** This student is originally from Arizona. She is bilingual with her parents being fluent in English and Spanish. This student is good at taking notes and asking for help when needed Linguistic resources and funds of knowledge: **S.M.:** - Strong sense of self -Independent -Responsible -Good work ethic **E.R.:** -Strong Mexican Heritage -Spanish Speaker -Culture appreciation **J.B.:** -Independent Learner -Support from mother **A.S.:** -Bilingual -Multi-ethnic -Multiple religious practices

Prior experiences and interests related to the content	How might you incorporate or build on their experiences and interests as assets to this lesson: In this lesson, I will build on student experience by giving them materials they are either familiar with and/or can relate to. All of the students can speak different languages so they can understand what an experience might be that is not native to the United States.
Lesson management structure	What behavioral expectations will you model and expect? In the classroom environment, I will expect students to work diligently within their respective groups. I also expect them to take turns reading and identifying important quotes within the text. I finally expect them to paraphrase quotes in their own words and write it down on their worksheets. The students also have the option to move around freely to express themselves as needed. I will model how to properly cite quotes and will guide students to parts of the text that are significant.

Content of the Lesson

What do you expect students to deeply understand about the lesson? What do you expect students to retain after the lesson and use in future learning?	I expect students to deeply understand how to properly navigate through text and understand the author's purpose and main idea. I also expect them to gain the ability to understand how the structure of the text affects the plot. Then I expect them to understand how the characters in the text communicate with one another and how their relationships might align with their own relationships with people.
What misunderstandings or misconceptions do you expect students might have from the lesson?	I expect students to believe that they cannot learn anything from the experiences of those from outside the United States, but that is false. These students can learn that there are many things that they have in common with people from other places.
What knowledge and skills do you expect students to have after engaging in the lesson?	After engaging in this lesson, students will gain knowledge about reading, writing, analyzing, foreshadowing, and citing. Students will also learn more about themselves and each other.

Assessment / Checking for Understanding

What essential questions will you ask to determine if students are	How are you doing? What do you understand about citing? What is the purpose of citing?

not meeting, meeting, or exceeding the learning goal(s) of the lesson?	What do you understand about the text? What don't you understand about the text? What is the author trying to tell us? How does this relate to you? How does this relate to the world?
What will students do to demonstrate achievement of content during the lesson? Identify the UDL Principle Guidelines incorporated.	Students will create a project to demonstrate achievement (Essay, PowerPoint, Speech, Poster).. They will be able to identify significant quotes and properly cite, foreshadow, and discuss the text. The students will be offered various methods and opportunities to display understanding. The UDL Principle of Differentiated Instruction allows for learning to be more flexible to the student. Giving the student various options to learn gives them all equal opportunities to succeed.
How will you know students understand the content? What evidence will you collect? Identify the UDL Principle Guidelines incorporated.	I will know students' level of understanding through their projects. I will grade their projects based on the rubric that they will have.

Structured Student Learning Activities

What activities will the students be involved in during the lesson to support their achievement of the learning goal(s)? Identify the UDL Principal Guidelines incorporated.	• **Small group discussion** • **Whole group discussion** • **Q&A** Being in a group will allow students to exchange ideas and come up with creative thoughts. This will also allow the students to gain SEL development. The Social Emotional Learning Theory connects to UDL because students are being given comfortable work environments and a substantial amount of support in order to be able to thrive in the classroom.
How will you group students and manage group work to support student learning? Identify	I will place students into small Cooperative Learning Groups based on their assets and needs. This form of Inclusive Education connects to the principles of UDL because it allows for all diverse students to learn side-by-side.

the UDL Principle Guidelines incorporated.	

Instruction to Support Learning

What instructional strategies will support student learning through multiple modalities? **How will you use gradual release?** Identify the UDL Principle Guidelines incorporated.	Gradual release: State, specifically, what you will do to model your instructional strategy (I do), how you will engage the children in order to receive immediate feedback on what they are understanding and learning (We do), and how will you specifically ask the children to apply this understanding and learning (You do). The instructional strategies I will use to support students are Differential Instruction, Cooperative Grouping, Inclusive Education, and Cultural Responsiveness through multiple modalities. I will use gradual release by modeling what to do and then doing it together as one large group**.**
What resources, materials, and/or educational technology will you or your students use during the lesson?	• **Video clips from film** • **Highlighters** • **Projector** • **Google Translate** • **Computers** • **Poster Paper**
What adaptations and accommodations, including, as appropriate, assistive technologies, will support individual student learning needs beyond the UDL supports built into the lesson?	• Speak slowly and clearly. • Use fewer words. • Allow more wait time. • Model what I teach. • Use many visuals. • Use graphic organizers. • Teach vocabulary. • Sentence frames.

Copyright © 2019 by the California Commission on Teacher Credentialing 1900 Capitol Avenue, Sacramento, CA 95811. All rights reserved.