

A Look at Learning Showcase 2015



San Benito High School District



Demographics

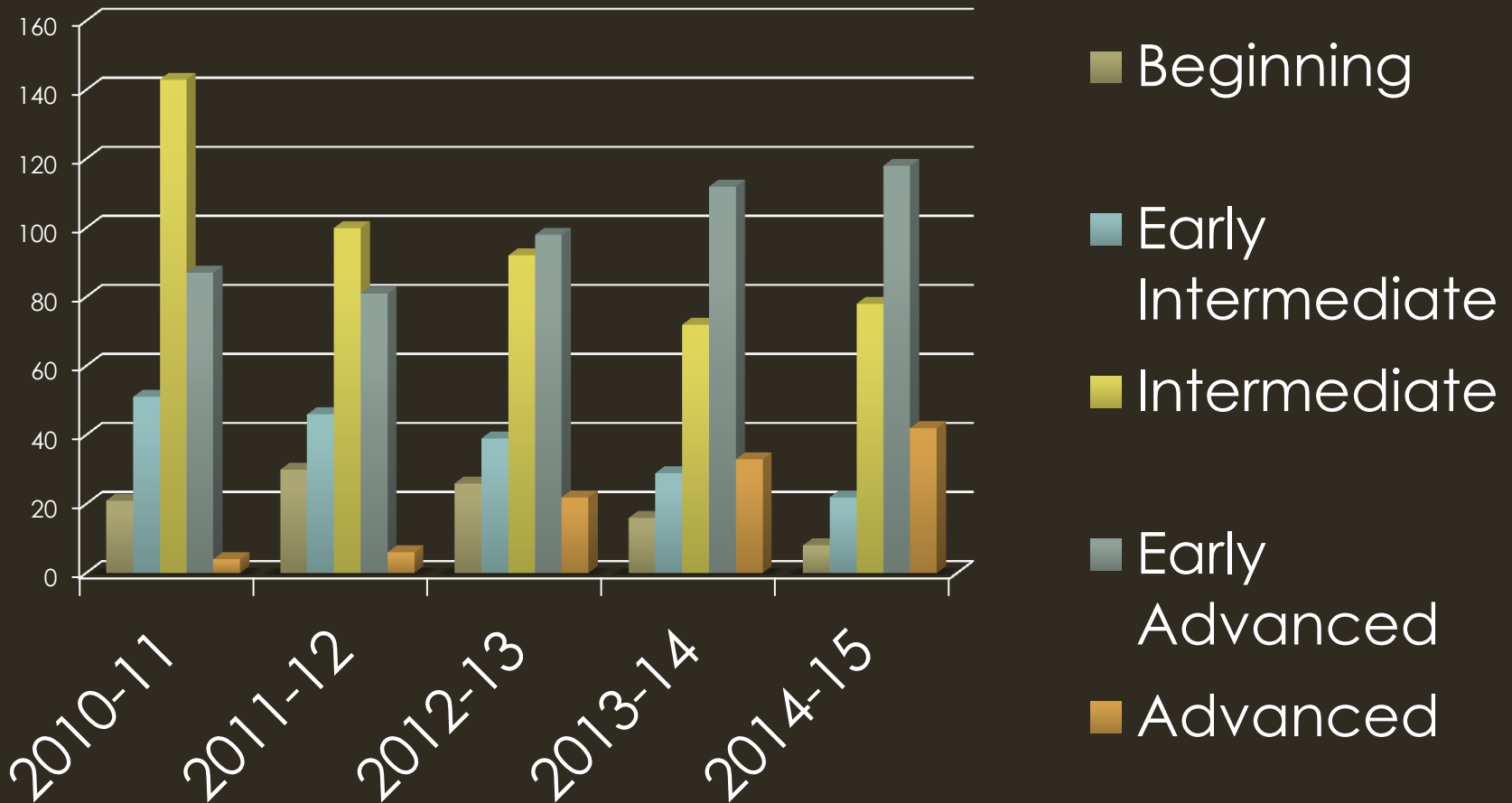
San Benito High School

Total Enrollment 2,803

- EL 249
- RFEP 687



CELDT data



Our Journey

2010-2011

- Increase use of EL best practices with participating teachers
- ELD, SDAIE 9&10

2011-2012

- School-wide PD on language objectives, best practices
- Introduction of the A.L.L. Cycle
- Coaching positions

2012-2013

- PLC Coaching
- PLP
- ELD program

2013-2014

- Math and English Focus
- Focus on PLP and structured writing in ELD

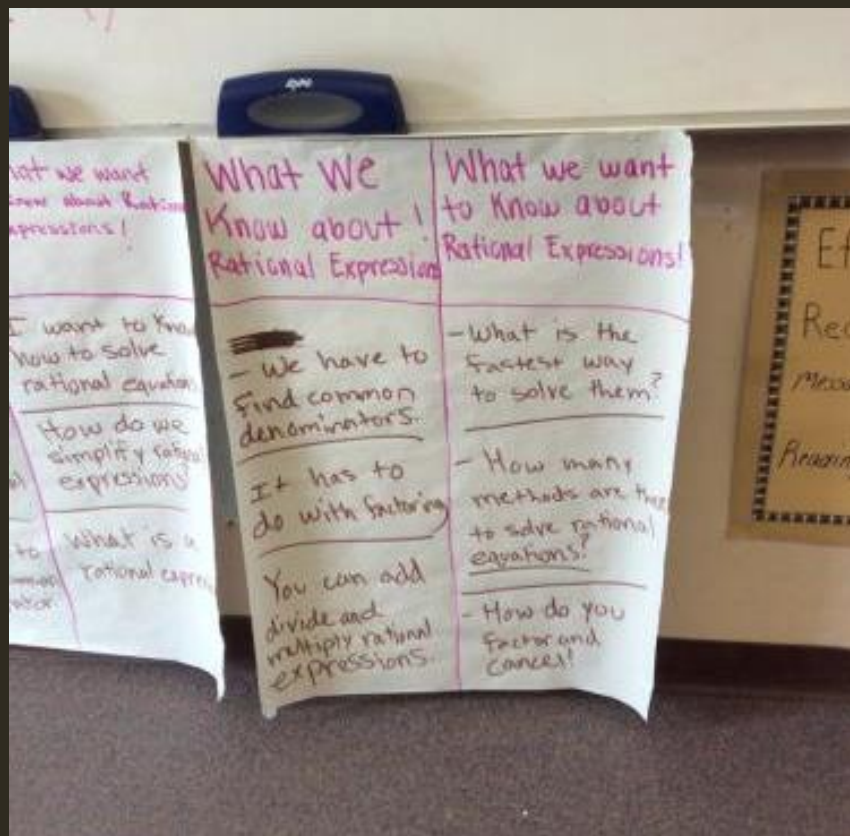
2014-2015

- Math and English
- CCSS and PLC Collaboration

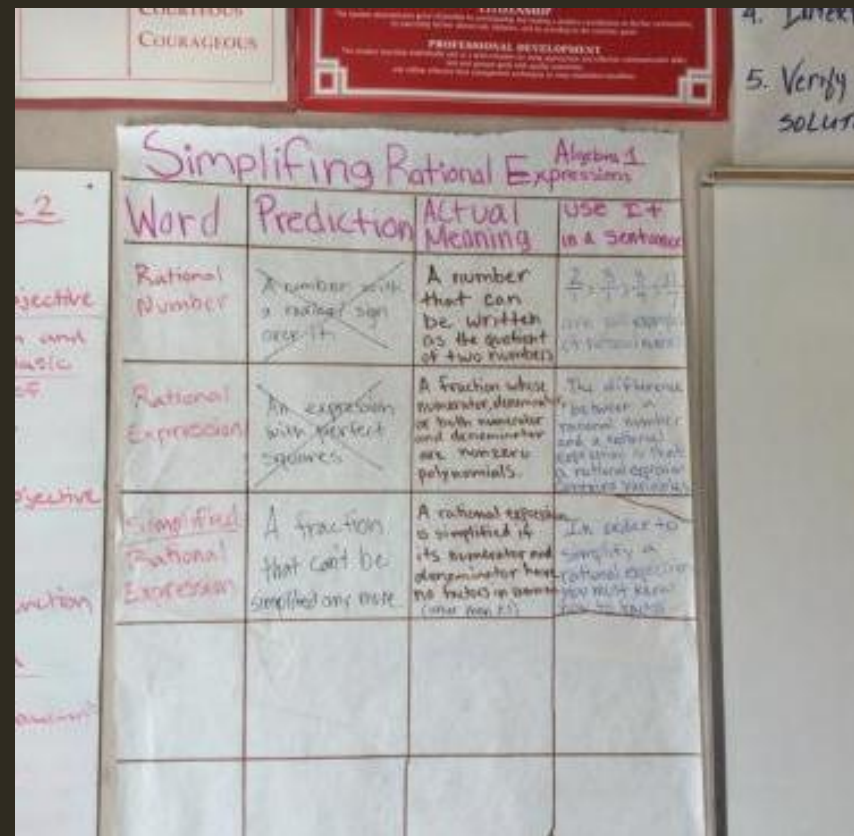
Math Department

Supporting Language
Development for All

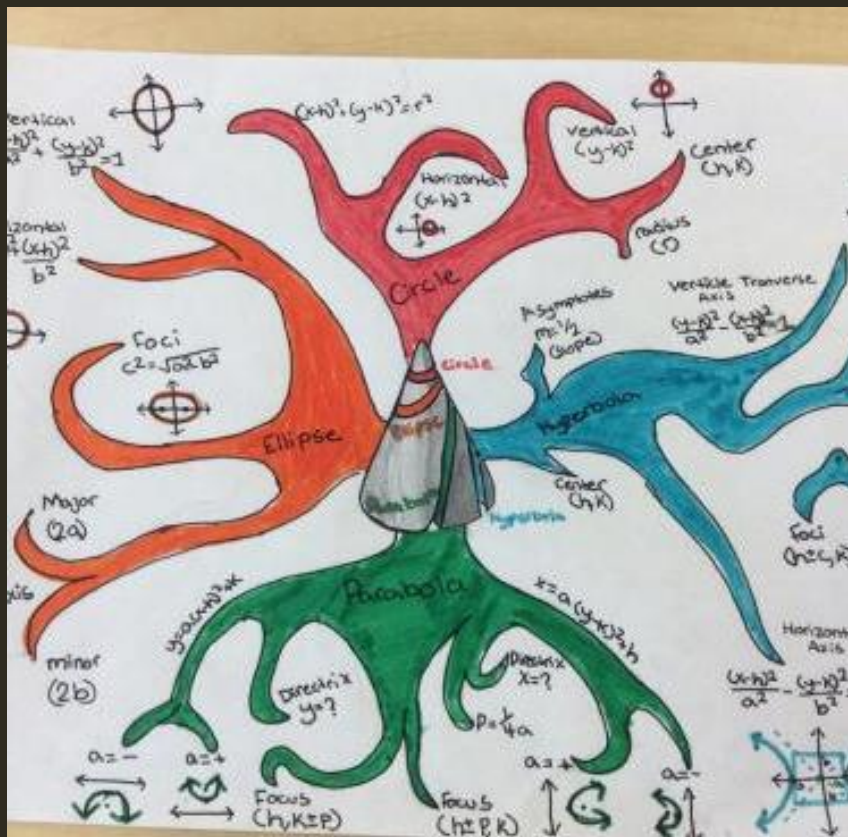
KWL



Word Walls



Mind Maps



Frayer Model

| | |
|--|--|
| <p>Method: FACTORING</p> $y = x^2 - 2x - 3$ $y = (x-3)(x+1)$ <p>• set $y = 0$ & solve using the zero property</p> $0 = (x-3)(x+1)$ $x = 3, -1$ <p>∴ the solutions are 3 & -1</p> | <p>Method: COMPLETING THE SQUARE</p> $y = x^2 - 2x - 3$ $y + 3 = x^2 - 2x + 1$ <p>• factor $(x+1)^2$</p> $y + 3 = (x-1)^2$ $y = (x-1)^2 - 3$ $y = x^2 - 2x - 3$ $x - 1 = 3 \quad x - 1 = -1$ $x = 4 \quad x = 0$ <p>∴ the solutions are 4 & 0</p> |
| <p>Name: SARFA BOSTWALA</p> | |
| <p>Problem:</p> $y = x^2 - 2x - 3$ | |
| <p>Method: QUADRATIC FORMULA</p> $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$ $y = x^2 - 2x - 3$ <p>• substitute and simplify</p> $x = \frac{-(-2) \pm \sqrt{(-2)^2 - 4(1)(-3)}}{2(1)}$ $x = \frac{2 \pm \sqrt{4 + 12}}{2}$ $x = \frac{2 \pm \sqrt{16}}{2}$ $x = \frac{2 \pm 4}{2} \text{ or } \frac{2 \mp 4}{2}$ $x = 3 \text{ or } x = -1$ <p>∴ the solutions are 3 & -1</p> | <p>Method: GRAPHING</p> <p>STANDARD FORM: $y = x^2 - 2x - 3$ gives x and y-intercepts $(0, -3)$</p> <p>INTERCEPT FORM: $y = (x-3)(x+1)$ gives x and y-intercepts $(3, 0)$ & $(-1, 0)$</p> <p>VERTICAL FORM: $y = (x-1)^2 - 3$ gives us the vertex $(1, -3)$</p> |



Student Collaboration

equation: $25x^2 + 4y^2 + 100x = 0$
 $25x^2 + 100x + 100 + 4y^2 + 0 = 0 + 100 + 0$
 $\frac{25(x+2)^2}{100} + \frac{4(y^2+0)}{100} = \frac{100}{100}$
 $\frac{(x+2)^2}{4} + \frac{y^2}{25} = 1$

The two coef. are more than 1 and are \oplus . Making it an ellipse. A common error would be to not divide or to get the wrong (h, k), a and b.

info: center (-2, 0)
 $a = \sqrt{4} = 2$ (H)
 $b = \sqrt{25} = 5$ (V)
 $c^2 = 4 + 25$
 $c = \sqrt{29}$
 $c = 5.3$

| | | |
|---|---|--|
| <p>Definition:</p> <p>A function is a set of ordered pairs (x, y) such that no two different ordered pairs have the same first coordinate.</p> | <p>Graphical Test:</p> <p>A graph is a function if and only if it passes the vertical line test.</p> | <p>Vertical Line Test:</p> <p>A vertical line intersects the graph at most once.</p> |
| <p>Domain:</p> <p>The set of all possible input values (x) for which the function is defined.</p> | <p>Range:</p> <p>The set of all possible output values (y) for which the function is defined.</p> | <p>Graphical Test:</p> <p>The domain is the set of all x-values covered by the graph.</p> |

English Department

Collaboration with Technology
and Writing

Supporting the Common Core with Technology

- Language development supported through use of technology. Students are required to create and manipulate documents online, share work electronically, offer online feedback, email their teachers, and utilize the various aspects of Google Classroom.
- Increase in writing production through use of Chromebooks.

Integration of Technology



ELD PLC Collaboration

Building capacity
by:

- Coaching ELD 1-4
- PLC Leads 9-10
- Utilizing strategies
- PLP
- WRITE
- PLC Peer Observation



ELD PLC

ELD PLC: Peer Observations

Teacher: _____

Date: _____

Block: _____

Preferred Focus: _____

| | |
|-----------------------------|--|
| Lesson Topic: | |
| Standard(s): | |
| Content/Language Objective: | |
| Assessment: | |

Class
Avg:

Target EL Students:

| | NAME | CELDT LEVEL | | NAME | CELDT LEVEL |
|----|------|-------------|----|------|-------------|
| 1. | | | 4. | | |
| 2. | | | 5. | | |
| 3. | | | | | |

Strategies/Procedures to be Observed:

| | | | | | | | |
|-------------------|--|---------------------|--|---------------------------|--|--------------------|--|
| Turn & Talk | | Sentence Frames | | Give One, Get One | | Graphic organizers | |
| Structured Talk | | Technology | | Choral response/reading | | Exit Slips | |
| Notebooks | | Wait Time | | Lettered Heads, numbered | | WRITE units | |
| Vocabulary Charts | | Close Reading/notes | | Think, Write, Pair, Share | | Post-it exit | |
| OTHER: | | | | | | | |

Looking Ahead



- ELA/ELD Framework
- Interdisciplinary Collaboration

