Module Six: Materials & Resources (75 minutes)

Module at a Glance

Module 6 allows trainers to locate Materials & Resources that can be demonstrated as they facilitate their own SAS trainings. Trainers will also become more knowledgeable about the various content and resource types that exist in the SAS Portal to acclimate their own future participants. They will also receive an overview of how to submit curricular content to be included in the Materials & Resources section of the portal.

Objectives:

SASITs will:

- Identify the different content types within the SAS Portal Materials & Resources section.
- Identify and select Materials & Resources aligned to Pennsylvania Standards and Eligible Content to share with audiences in future trainings.
- Understand how to produce classroom-ready curricular content using the Publish Your Best tool.

Train-the-Trainer Agenda

	Materials & Resources: • View Demonstration • Activity: Materials & Resources Exploration Activity • Teacher Tools: Publish Your Best	50 minutes
	Action Planning on Module 6	20 minutes
	Lingering Questions	5 minutes

Icon Legend

	Group Activity		Demonstration and Practice Using the SAS Portal
	Presentation		Action Planning Activity
	Teacher Tools		SAS 101 Training Materials

Module 6 Materials Checklist

SASIT Instructor

- o SASIT PowerPoint
- o SASIT Training Manual
- o SASIT Parking Lot posters
- o Laptop or computer with hardwired Internet connection

Participants

- o Name Tents
- o SASIT Training Manual
- o Laptop or computer with hardwired Internet connection
- o Markers (variety of colors; 4-5 markers per table)
- o Post-it Notes

Equipment and Site Requirements

- o Multimedia projector
- o Screen
- o Chart paper
- o Availability of loaner laptops or additional computer access

Module 6 Action Plan: (20 minutes)

Review the Train-the-Trainer information for Module 6 found below. Review the agenda and identify the activities you will be utilizing with your own audience as well as estimated time frames for each element.   This Module requires 60 minutes to provide full training.

Overview of this Module:

- Materials & Resources Overview and Exploration
    - QuickSearch
    - Search
    - Advanced Search
    - Voluntary Model Curriculum (VMC)
    - Learning Progressions
    - Featured Content
    - Keystone Content
- Activity: Standards Case Studies

SAS 101 Participant Objectives:

- Identify the different content types within the SAS Materials & Resources section.
- Search and identify Materials & Resources aligned to Pennsylvania Standards and Eligible Content relevant to their assignments, and select items to store in their personal ePortfolios
- Upload materials to their personal ePortfolios as well as add and delete folders within the ePortfolio.

Suggested SAS 101 Agenda

Materials & Resources	40 minutes
Activity: Standards Case Studies	10 minutes
Lingering Questions	10 minutes
Total Duration:	**60 minutes**

Action Planning
Step One: *Identify Key Components*

Based on the information that we just viewed and knowing your target audience, identify the key components from this section you would like to include in your training.

Section:	Critical Components to Convey in Training:
▪ **QuickSearch**	
▪ **Search**	
▪ **Advanced Search**	
▪ **Voluntary Model Curriculum (VMC)**	
▪ **Learning Progressions**	
▪ **Featured Content**	
▪ **Keystone Content**	
▪ **Publish Your Best**	

Step Two: *Sharing Your Thoughts*

Choose a table partner and share your identified key components. Update your list, as necessary.

Step Three: *Examples for Training*

Explore each tab in the Materials & Resources element. Based on the critical components you selected in Step One, identify an example that is appropriate for your specific target audience. Include as much detail as you will need in order to remember how you located these examples and the process you used to access them.

Section:	Example:
▪ **QuickSearch**	
▪ **Search**	
▪ **Advanced Search**	
▪ **Voluntary Model Curriculum (VMC)**	
▪ **Learning Progressions**	
▪ **Featured Content**	
▪ **Keystone Content**	
▪ **Publish Your Best**	

Step Four: *Lingering Questions*

On a Post-It, write down any questions that you may have. Share with your table and discuss. If after discussion with your table you are still unclear, place the Post-It on the appropriate Parking Lot.

Materials & Resources   (50 minutes)

QuickSearch/Search/Advanced Search:

> **SASIT Tip:** There is a **QuickSearch** tool built into the navigation bar at the top of every page in the SAS Portal. Users can search the database of **Materials & Resources** with one click.

5. Direct participants to the **QuickSearch** tool in the upper-right hand corner of the page.

> **SASIT Tip:** Be sure to convey to your audience that the **Materials & Resources** section provides users with a way to locate standards-aligned content through a targeted search. When training this section, you should model a "think aloud"…

6. *"I am planning a lesson on literary elements to my 6th grade students. I'm going to enter the keywords 'literary elements' into the **Search** field in the upper-right hand corner of the site."* Click **Search**. The search results will include an overwhelming number of search results, approximately 2038* resources.

7. *"I don't have time to browse through this many search results. I'm going to scroll to the top of the page and select 6th grade to narrow my results."* Select the **Grade Level 6th Grade**, and then click **Search**.

> **SASIT Tip:** *The approximate number of resources, as well as page numbers, quoted in these steps may change due to the addition of new resources.

8. This will narrow the search results to approximately 457* resources. Be sure to point out that to the left of each title is an icon that indicates the type of content, and a key at the top of the search results.

- **Lesson/Unit Plan**   Voluntary Model Curriculum Unit and Lesson Plans from PDE

- **Instructional Content**   Lesson Plans, Unit Plans, and Activities for classrooms

- **Educational Resources**   Literature Connections, Tutorials, Teacher Resources, Homework Help, etc.

- **Videos**   Multimedia video content

- **Assessment**   Document Based Questions, Constructed Response Questions, Rubrics, etc.

- 🖥 **Web-Based Content**   Digital Profiles, Web-based Resources, WebQuests, Documents and Manuscripts, Audio/Podcasts, E-books, etc.

- 🛡 **PA Educator Created Content**   Resources authored by Pennsylvania educators

- 🛡 **Safe Schools Resources**   Resources to promote a safe and positive learning environment

- 👥 **Professional Development**   Training modules that cover a variety of professional development topics.

9. *"To see the resource, I need to click on the title* **'Literary Elements Map.'** *I can see the alignment to* **Subject**, **Grade Levels** *and the* **Standards**. *Within the Web-Based Resource section, I found a link that will take me to the resource. When I click on the link, I find that it's online graphic organizers that I can use for my lesson."*

> **SASIT Tip:** The *Literary Elements Map* resource is a Verizon Thinkfinity digital resource. The Pennsylvania Department of Education has engaged in a partnership with Verizon Thinkfinity to enhance 21st Century teaching and learning in Pennsylvania. Currently, there are approximately 3100 Thinkfinity resources available in the SAS Portal.

10. *"When I am finished, I can* **Close** *the tab (or window) to return to the content detail page.*

11. *"This looks interesting, but I need to provide some background knowledge for my students before I can use this resource. I would like to save it though. If I click on* **Add to My ePortfolio,** *it will allow me to save this resource in an area of the site that is like an online filing cabinet. I save a lot of bookmarks and I always forget what they are! I can enter a* **Description** *so that when I view the list of resources in* **My ePortfolio** *I will remember why I saved this one."*

12. Type a description, and then click **Save** to add the resource to the **ePortfolio**. The window will disappear.

13. *"You know, my friend who teaches in another state would love this resource! I can send it by clicking on* **Send to a Friend**. *All I need to do is fill in my friend's* **Name** *and* **Email Address** *and SAS will email this resource to him/her. My friend DOES NOT need to have a password to see the resource, since* **Materials & Resources** *are available on the public side of the* **SAS portal**.*"*

14. *"I can also click on* **Printer Friendly Version** *to print this resource out if necessary* (You will need to close the **Printer Friendly Version** window)**.** *I need to click the* **Back button** *at the bottom of the page to return to my search results."*

15. *I would like to see what some of the other results are like.* Click the **Back** button in your browser to return to your search results.

16. *"I still have a lot of resources to look at – I can see at the top of my search results that there are at least 7 pages full! If I click to the **ninth page**, I will see some content that seems more like science resources. I think that the word **'elements'** may have triggered some undesired results."*

17. *"I am also noticing **small caution signs** next to some of the resources. If I rest my mouse on a **caution sign** I see a message - **'Caution: The following link may contain advertisements. The content is free and has been peer reviewed.'"***

> **SASIT Tip:** Communicate to the audience that the **Caution icon** indicates content that contains hyperlinks that will take you outside of the Standards Aligned System to the Internet. This content has been peer reviewed, but may contain content or advertising that is not under PDE control.

18. *"If I click on the **Advanced Search tab** I can perform the same search again, but use more options to narrow my results. Once again I am going to enter the keywords **'literary elements.'** This time, I am going to select **6th Grade**, but I will also select the **Subject Area Reading, Writing, Speaking, and Listening**. If I was a teacher at the secondary level, I would have to select an appropriate course from the **Select a Course** drop-down menu instead. Now I'll click **Search**."* This will narrow the search results to approximately 250* resources.

19. *"There are still a lot of resources here. I really want to find a lesson plan or activity that I can use with my students.   I am going to scroll up and select **Instructional Content**. When I click **Search**, it will filter my results so that only **Instructional Content** such as unit plans, lesson plans and activities appear."* This will narrow the search results to approximately 192* resources.

20. *"There is an interesting title in the list, **"Cover to Cover: Comparing Books to Movies"*** (This is found on page 1 of the search results). * I will click on the title and see what that activity is. In it, students explore matching texts – novels and the movies adapted from them – to develop analytical strategies.   If I wanted to, I could save this activity to **My ePortfolio**."*

> **SASIT Tip:** When training, remind participants…
>
> - Additional resources will be added to the portal on an ongoing basis. If they do not find resources for a specific keyword/topic today, they may in the near future.
>
> - Just like when performing a search on the Internet, it is necessary to try multiple keywords. Searches for terms like 'Native Americans' may yield different results than a search for 'American Indians'.
>
> - All of the resources included on the SAS portal are vetted, and have been quality reviewed by a minimum of three educators. All links are checked on a regular basis.
>
> - Links to websites outside of SAS were checked as part of the **Quality Review** process. However, since these sites are not under the control of the Pennsylvania Department of Education we cannot be responsible for their content. Users may encounter advertising or other content, which is why caution signs appear in the search results next to these resources.

Activity: Materials & Resources Exploration (15 minutes)

Direct participants to complete the Materials & Resources Exploration Activity (p. 103), locating content from Materials & Resources to include in their training.

Materials & Resources Exploration Activity

Step One: *Keyword Search*

Explore **Materials & Resources** to gather resources for your own trainings. Keep in mind that in order to appeal to a variety of participants, as a trainer, you want to acquire resources from a variety of content areas and grade levels.   Record notes in the chart below on the materials you locate, and **Add** the resources to **My ePortfolio**.

Material/Resource	Content Area/Grade Level	Skills that are Addressed from Resource

Step Two: *Search Tips*

The SAS Portal includes content from several outstanding community, cultural, and educational institutions. Review the list of **Search Tips** keywords on pp. 104 - 106, and use the keywords to perform additional searches for content. Be sure to add some additional resources to the chart above, as well as to **Add** them to **My ePortfolio**.

Step Three: *Action Plan*

Complete Step One of the Module 6 Action Plan for this section of Materials & Resources (p. 95), identifying the key components from this section to include in your training.

Search Tips

The Standards Aligned System includes content from several outstanding community, cultural, and educational institutions. The keywords below (in italics) can be used in a **Materials & Resources** search to preview offerings from some of these organizations. Enter these terms in the **QuickSearch** tool in the upper-right corner of the screen to begin searching.

Keyword: *BL*
Content Provider: *The British Library*
Description: The British Library is the national library of the United Kingdom and one of the world's greatest libraries. This keyword accesses the interactive e-books from the British Library.

Keyword: *BrainPOP*
Content Provider: *BrainPOP, BrainPOP Jr., and BrainPOP Español*
Description: This keyword accesses animated, curriculum-based video content that spans a variety of subject areas and topics across grades K-12

Keyword: *Exploratorium*
Content Provider: *Exploratorium – The museum of science, art and human perception*
Description: This keyword accesses all the content from the Exploratorium museum of science, art, and human perception. These are a series of "low-tech" and "hands-on" science activities that could be classroom-based or used in after-school programs

Keyword: *GLEF*
Content Provider: *George Lucas Educational Foundation*
Description: This keyword accesses the videos from the George Lucas Educational Foundation ranging from technology integration to teacher development.

Keyword: *Hippocampus*
Content Provider: Monterey Institute for Technology and Education (MITE)
Description: The goal of HippoCampus is to provide high-quality, multimedia content on general education subjects to high school and college students free of charge.

Keyword: *ITSI*
Content Provider: *The Concord Consortium*
Description: The Innovative Technology in Science Inquiry Scale Up (ITSI-SU) project prepares students for careers in Information Technology by engaging them in exciting, inquiry-based science projects that use computational models and real-time data acquisition.

Keyword: *Karpeles*
Content Provider: *Dr. David Karpeles*
Description: The Karpeles Manuscript Library, the world's largest private collection of important original documents and manuscripts. This keyword accesses the interactive primary source documents from Dr. David Karpeles' collection.

Keywords: *Kinetic City*
Content Provider: *Kinetic City*
Description: Kinetic City is a production of the American Association for the Advancement of Science with support from the National Science Foundation. This keyword accesses a collection of science experiments, games, and projects for everyone to enjoy both online and away from the computer. The games are designed for students in grades 3-6.

Keyword: *Lanternfish*
Content Provider: *Lanternfish ESL*
Description: Lanternfish ESL, formerly Boggles World ESL, is maintained by a group of ESL teachers in Asia and North America. This keyword accesses the instructional content, including worksheets, lesson plans, activities, and flashcards for the ESL and TEFL Teacher

Keyword: *LDC*
Content Provider: *The Literacy Design Collaborative*
Description: The Literacy Design Collaborative (LDC) develops teaching tasks that require students to read, analyze and comprehend written materials and then write cogent arguments, explanations or narratives in the subjects they are studying. The tasks integrate literacy and content standards in a rigorous, authentic classroom experience.

Keyword: *mathopenref*
Content Provider: *Math Open Reference*
Description: Math Open Reference is a free interactive math textbook. This keyword accesses the instructional content covering high-school geometry. Using interactive tools and compelling animations, the resources provide an engaging way to learn and explore the subject.

Keyword: *NARA*
Content Provider: *The National Archives and Records Administration*
Description: This keyword accesses the content from the National Archives and Records Administration (NARA). Many of these documents were equipped with an interactive tool for viewing historical documents.

Keyword: *NLVM*
Content Provider: *The National Library of Virtual Manipulatives*
Description: The National Library of Virtual Manipulatives (NLVM) is a three-year National Science Foundation supported project to develop a library of uniquely interactive, web-based virtual manipulatives or concept tutorials, mostly in the form of Java applets, for mathematics instruction (K-8 emphasis). The project includes dissemination and extensive internal and external evaluation. This keyword accesses the interactive math manipulatives from the National Library of Virtual Manipulatives for Interactive Mathematics.

Keyword: *PHET*
Content Provider: *The Physics Education Technology (PhET) project at the University of Colorado*
Description: This keyword accesses the science simulations from the PhET project which includes fun, interactive simulations of physical phenomena that make bridges to the real world.

Keyword: *PHMC*
Content Provider: *The Pennsylvania Historical and Museum Commission*
Description: This keyword accesses resources from the PHMC, which is the official history agent of the Commonwealth of Pennsylvania. Created in 1945, the agency is responsible for the collection, conservation, and interpretation of Pennsylvania's historic heritage.

Keyword: *SASTF*
Content Provider: *Verizon Thinkfinity*
Description: This keyword accesses the content located in Thinkfinity as well as teacher-created lessons that use Thinkfinity resources.

Keyword: *Shodor*
Content Provider: *The Shodor Foundation*
Description: The Shodor Foundation is a non-profit research and education organization dedicated to the advancement of science and math education, specifically through the use of modeling and simulation technologies. This keyword accesses the interactive math manipulatives from the Shodor Foundation.

Keyword: *Starfall*
Content Provider: *Starfall*
Description: These keywords access web-based games and printer friendly activities that help prepare students to read and inspire a love of reading and writing.

Voluntary Model Curriculum (VMC):

SASIT Tip: Voluntary Model Curriculum (VMC), are sample units and lesson plans that are aligned to the Pennsylvania standards in curriculum frameworks for the four major content areas (*Mathematics*, *Science*, *Social Studies*, *Reading-Writing-Speaking-Listening*).

Besides being available on this tab, all of the **Voluntary Model Curriculum Unit** and **Lesson Plans** can be located via a keyword search in **Materials & Resources**.

1. Select the **Voluntary Model Curriculum (VMC)** tab.

2. Locate the **Subject Area *Literacy,*** and the **Grade Level *7th Grade***.

3. You will see a **Unit Plan** titled *Literary Devices in Fiction (L-7-4)*. Click on the title to view the plan.

4. The **Objectives** of the unit will appear at the right of the page – briefly read through them, as well as the **Essential Questions**. Click on the **plus sign (+)** next to each field under **Alignments** to show the alignment to the **Standards**, **Assessment Anchors** and **Eligible Content**, as well as the **Big Ideas**, **Concepts**, and **Competencies.**

5. Show the **Related Materials & Resources**. These are suggested resources for teaching the unit.

6. Show the **Formative Assessment** near the bottom of the page - to be used when all of the lessons within the unit have been taught.

7. Scroll up to the top of the page to show **Add to My ePortfolio/Send to a Friend/Printer Friendly Version**.

8. Remind participants:

    - **Add to My ePortfolio** – saves the plan as a bookmark in their ePortfolio

    - **Send to a Friend** – allows them to send a link to the plan via email to anyone with a valid email address. Their friend DOES NOT have to have a SAS password, since this content is available on the public side of the SAS portal.

    - **Printer Friendly Version** – sends the plan to the printer.

9. Click on **Add to My ePortfolio**. The **Title** and **URL** fields will already be populated. Have participants enter a **Description** (optional) and then click **Save**. The window will close, and the item will be added to the **ePortfolio**.

10. Click the **Back** button in your browser to return to the **Voluntary Model Curriculum** tab.

11. Locate the **Subject Area** *Literacy*, and the **Grade Level** *7th Grade*.

12. Click the **plus sign (+)** to the left of the **Unit Plan** titled *Literary Devices in Fiction (L-7-4)* to view **Lesson Plans** available within that **Unit**:

    - **The Effective Use of Literary Devices: Introduction (L-7-4-1)**
    - **The Effective Use of Literary Devices: Imagery (L-7-4-2)**
    - **The Effective Use of Literary Devices: Symbolism (L-7-4-3)**

    Point out that **VMC Lesson** and **Unit Plans** will always appear at the top of search results when searching in the **Materials & Resources** section in the portal.

13. Click on the **Title** *The Effective Use of Literary Devices: Introduction (L-7-4-1)* to view the **Lesson Plan**.

14. Click on the **plus sign (+)** next to each field under **Alignments** to show the alignment to the **Standards**, **Assessment Anchors** and **Eligible Content**, as well as the **Big Ideas**, **Concepts**, and **Competencies.**

15. The **Objectives** of the unit will appear on the right side of the page – briefly read through them, as well as the **Essential Question**. Point out the reference to an **Instructional Support** [*IS.4 Language Function]* (highlighted in yellow). These references provide educators with suggestions that they can use to support struggling, advanced, and ELL learners in the classroom.

16. Point out the **Duration** and **Materials** fields. The **Related Materials & Resources** field contains suggestions for additional materials, when available.

17. Click on the **plus sign (+)** next to the **Formative Assessment** field, which has suggestions for assessing student understanding.

18. Click on the **plus sign (+)** next to the **Instructional Procedure** field, which provides step-by-step instructions for delivering the lesson, and the **Suggested Instructional Strategies** field which highlights strategies from the **WHERETO instructional design template** (p. 113).

19. Click on the **plus sign (+)** next to the **Suggested Instructional Supports** field. Point out where to locate the explanation of all of the references to **Instructional Supports** (highlighted in yellow) scattered throughout the plan.

20. Close the **tab/window** in your browser to return to the **Voluntary Model Curriculum** tab.

21. Locate the **Subject Area** *Literacy*, and the **Grade Level** *7th Grade*.

22. Click on the **Unit Plan** titled *Figurative Language in Fiction (L-7-2)*. Scroll down to remind participants that the **Formative Assessment** for the **Unit** is available within the **Unit Plan**.

Action Plan (2-3 minutes)

Have participants complete Step One of the Module 6 Action Plan for this section of Materials & Resources (p. 97), identifying the key components from this section to include in their training.

Learning Progressions:

> **SASIT Tip:** Communicate to participants that the **Learning Progressions** identify foundational content standards (**Eligible Content**) that need to be mastered within a **Subject**. These pathways will provide teachers with the opportunity to determine whether students have successfully mastered skills and are able to move forward along the road to career and college readiness.

1. Click the **Learning Progressions** tab.

2. Briefly review the **legend** at the top of the page.

3. Select the *Mathematics Learning Progression with ECs* (Excel file). Open and display the file.

4. Locate **Eligible Content** statement *M5.A.3.2.1* on the **Numbers and Operations** page.

5. Scan across to the columns for **Grades 4** and **5**. Explain that the pink coding in the **Grade 4** column indicates that this skill should be introduced in this grade level. The green coding in the **Grade 5** column indicates that this skill will be assessed in this grade level, and that the white dot indicates that there are **Voluntary Model Curriculum (VMC) Unit Plans** or **Lessons** that address this skill.

6. Click on the **Eligible Content** statement *M5.A.3.2.1* to be taken to the **Voluntary Model Curriculum (VMC)** resources that address the skill.

7. Click on the **Unit Plan** *Using Models and Algorithms to Solve Division Problems*.

8. Click on the **plus sign (+)** to the left of **Eligible Content** to expand the field. Point out that **Eligible Content** statement *M5.A.3.2.1* is listed there.

Action Plan (2-3 minutes)

Have participants complete Step One of the Module 6 Action Plan for this section of Materials & Resources (p. 97), identifying the key components from this section to include in their training.

Featured Content:

> **SASIT Tip:** As Pennsylvania commemorates the 150th anniversaries of the Civil War and of the Battle of Gettysburg, the **Featured Content** page will provide access to a select group of educational resources in the Standards Aligned System.

1. Click the **Featured Content** tab.

2. Read through the **Introduction** at the top of the tab.

3. Review the topics that the **Featured Content** resources are aligned to.

4. Click the **Materials & Resources** button to the right of the *Impact of Continuity and Change* to see a list of resources.

5. Click on the **Title** *The Gettysburg Campaign – Sgt. Humiston, Where are You?*

6. Click on the link under the heading **Web-Based Resource**. The resource will open in a window.

7. In the days following the battle at Gettysburg, a dead soldier was found clutching a picture of 3 small children in his hand. He had no identification, and may have disappeared from history altogether, were it not for the efforts of a Philadelphia physician who made it his mission to find the man's family.

   He reproduced the children's picture in the form of visiting cards and circulated them in various communities along with newspaper articles requesting any information as a clue to the soldier's identity. After a month, the unfortunate news reached a woman living in New York named Philinda Humiston, who verified the picture as her children and the soldier as her husband Sgt. Amos Humiston.

8. This resource is a two-day lesson plan that has elementary school children reviewing primary source documents in an in-depth study of the Battle of Gettysburg. A step-by-step procedure is available for educators along with all necessary resources to complete the lessons in the classroom.

9. Show where to locate the resources (in the upper left corner of the page).

10. Close the window.

11. You can save content to the **ePortfolio.** Click on **Add to My ePortfolio.** Type a **Description**, and then click **Save** to add the resource to the ePortfolio. The window will disappear.

12. You can **Send to a Friend.** This allows you to send a link to the plan via email to anyone with a valid email address. Your friend DOES NOT have to have a SAS password, since this content is available on the public side of the SAS portal.

13. You can also click on *Printer Friendly Version* to print this resource out if necessary (You will need to close the **Printer Friendly Version** window if you chose to explore this feature)**.**

14. Click the **Back button** at the bottom of the page to return to the search results.

Keystone Content:

SASIT Tip: The **Keystone Content** pages contain materials that align with the Keystone Exam, providing instructional content for educators and subject-specific activities that students can use to prepare for the assessment.

1. Hover your mouse over the **Keystone Content** tab, and select **Algebra I**.

2. **Keystone Exams** are built using a module format, wherein the **Assessment Anchors** and **Eligible Content** are organized into two thematic modules. Select *Module 1: Operations and Linear Equations & Equalities* to begin exploring the resources.

3. Review the various resources on the page, all of which are aligned to **Eligible Content** statements from the **Algebra I** course.

   - **Educator Resources** – instructional resources for Algebra I teachers.
   - **Student Resources** – subject-specific activities for Algebra I students
   - **Sample Assessments** – standards-based sample assessments.

4. Locate **Eligible Content** statement *A1.1.1.1*.

5. There are currently three (3) resources listed under **Educator Resources**. Click **Additional Resources**.

6. You will see a list of **Additional Resources** for educators that are also aligned to *A1.1.1.1*. Click on the **Title** *Extensions and Applications: Number Sets*. This resource is a *video that provides an explanation of the different number sets, including counting/natural numbers, whole numbers, integers, rational numbers, and irrational numbers.*

7. Click on the link under the heading **URL or Resource**. The video will open in a new window. Wait a moment for the video to load on the right side of the window. Click the play button to view the video.

8. Close the window.

9. Hit the back button in your browser to return to your search results, and then once again to return to the **Algebra I Resources** tab.

10. There are currently three (3) resources listed under **Student Resources**. Click *Circle 3*. This resource is a puzzle that's objective is to put three numbers inside of each circle so that they add up to 3.

11. Click on the link under the heading **Virtual Manipulative**. The puzzle will open in a new window. Wait a moment for the manipulative to load (this resource requires that Java be installed as a plug-in in your web browser). Try the puzzle.

12. Close the window.

13. Hit the back button in your browser to return to your search results, and then once again to return to the **Algebra I Resources** tab.

14. There is currently one resource listed under the heading **Sample Assessments**.

15. Click the link to the **Sample Assessment** to view it.

Action Plan (2-3 minutes)

Have participants complete Step One of the Module 6 Action Plan for this section of Materials & Resources (p. 97), identifying the key components from this section to include in their training.

WHERETO

W	=	How will you help your students to know *where* they are headed, *why* they are going there, and *what ways* they will be evaluated along the way?
H	=	How will you *hook* and *hold* students' interest and enthusiasm through thought-provoking experiences at the beginning of each instructional episode?
E	=	What *experiences* will you provide to help students make their understandings real and *equip* all learners for success throughout your course or unit?
R	=	How will you cause students to *reflect*, *revisit*, *revise*, and *rethink*?
E	=	How will students *express* their understandings and *engage* in meaningful self-evaluation?
T	=	How will you *tailor* (differentiate) your instruction to address the unique strengths and needs of every learner?
O	=	How will you *organize* learning experiences so that students move from teacher-guided and concrete activities to independent applications that emphasize growing conceptual understandings as opposed to superficial coverage?

WIGGINS AND MCTIGHE, 2005. *UNDERSTANDING BY DESIGN*

Publish Your Best:

> **SASIT Tip:** With the **Publish Your Best** tool, educators can create classroom-ready lesson plans and resources aligned to the **Pennsylvania Academic Standards** and submit them to **Quality Review** for consideration to be published in the **SAS Portal** collection of **Materials & Resources**.

1. Click **Teacher Tools** in the upper-right hand corner of any page in **SAS**.

2. Choose **Publish Your Best** from the **Teacher Tools** menu.

3. Click **Create New Content**.

4. Select **Instructional Content** from the *I want to create…* drop-down menu, and then select **Lesson Plan** from the *Select a template to start building…* drop-down menu. Click the **Create** button.

> **SASIT Tip:** The **Lesson Plan** template will include all of the **Attributes** (fields) that are required for a **Lesson Plan**. Users can click on the **Attribute** on the left side of the template, and enter information in the **Workspace** area to the right of the template.

5. **Title:** Enter the title *Practice Lesson Plan*, and then click the **Next** button.

> **SASIT Tip:** The **Next** button will **Save** whatever information is entered into the **Attribute** (field) and will move the user to the next **Attribute** in the template.

6. **Rationale:** Enter the word *Test*, and then click the **Next** button.

7. **Subjects/Courses:** Use the mouse to highlight the **Subjects** *Reading, Writing, Speaking, and Listening* and *History*. Point out that users can also align the **Lesson Plan** to a specific **Course**. Click the **Next** button.

> **SASIT Tip:** Hold down the Control (PC) or Command (Mac) key to select multiple items from a list.

8. **Standards/Eligible Content:** Click the **Modify** button. Click **Search by Subject/Grade**. Select a **Grade Level** and **Subject Area** from the drop-down menus. Click **Search**.

   • Click the **plus sign (+)** to the left of a **Standard** or **Eligible Content** statement in the search results. This will add it to the list of **Current Academic Standards**.

- Click the **Save** button in the upper-right corner of the window. The **Standard/Eligible Content** statement will now appear in the **Workspace**.

- Click the **Save** button, and then click the **Vocabulary** attribute.

> **SASIT Tip:** To remove an aligned **Standard/Eligible Content** statement, click the **Delete icon (x)** to the left of the statement.

9. **Vocabulary:** Enter some text into the editor. Demonstrate how to use basic features of the editor by highlighting the text of the default message and changing the **Font family** and **Font size**. Click the **Next** button.

> **SASIT Tip:** The SAS rich-text editor appears in many fields within **Publish Your Best** templates. The rich-text editor operates very much like a typical word processing program, with some specialized features:
>
> - Items from **My ePortfolio** can be inserted by clicking the **Add from ePortfolio** button in the bottom toolbar.
> - Advanced users can click on **HTML** in the bottom toolbar to edit using HTML (Hypertext Markup Language) coding.

10. **Materials:** Click on **Materials** in the list of **Attributes** on the left side of the template. Explain that users have the ability to take items saved in their **ePortfolio** and add them to template using a tool called the **ePortfolio Manager**.

- Click **Add from ePortfolio** button on the bottom toolbar in the rich-text editor.

- The **ePortfolio Manager** will show all of the resources saved within the folders in **My ePortfolio**. Select an item by placing a checkmark to the left of it, and then click **Insert Selected**.

- Click the **Next** button.

> **SASIT Tip:** Remind users that three types of items can be saved in **My ePortfolio**, and can be inserted into **Publish Your Best** templates:
>
> - Items saved from the **Materials & Resources** section of the **SAS Portal**.
> - Documents (e.g., Word, PDF, etc.) that can be uploaded to the **ePortfolio**.
> - Bookmarks to websites outside of the **SAS Portal**.

11. **Keywords:** Click on **Keywords** in the list of **Attributes** on the left side of the template.   Explain that **Keywords** allow users to locate the resource within the **Materials & Resources** section of the **SAS Portal**.   Enter a few sample **Keywords** (separating them with a comma) and then click the **Next** button.

12. **Quality Review:** Draw the participants' attention to the **Quality Review** area at the bottom left of the template.

> **SASIT Tip:** In order to ensure that the resources found on SAS are of the highest quality, all resources must go through the **Quality Review** process. The content passes through 3 stages of review; review by review by a **Content Advisor,** a **Committee** of content specialists, and then a final review by the **Content Advisor**.

13. Users can review their work by clicking the **Preview** button at the bottom of the **Workspace**. Once a template has been completely filled out, it can be submitted to **Quality Review** by clicking the **Yes** button.

> **SASIT Tip:** In order to submit a resource to **Quality Review**, the resource must adhere to the following:
>
> - Alignment to **Standards/Eligible Content**
> - Alignment to at least one **Grade Level**
> - All attributes and properties must be filled out completely

14. Definitions of the fields within the **Lesson Plan** template, and an overview of the **Quality Review** process can be found on pp. 118 – 119.

Action Plan (2-3 minutes)

Have participants complete Step One of the Module 6 Action Plan for this section of Materials & Resources (p. 97), identifying the key components from this section to include in their training.

When Step One is complete, have them move on to complete the remaining sections of the Action Plan.

Lingering Questions (10 minutes)

As part of the Action Plan activity, participants will identify Lingering Questions and will discuss them as a group.
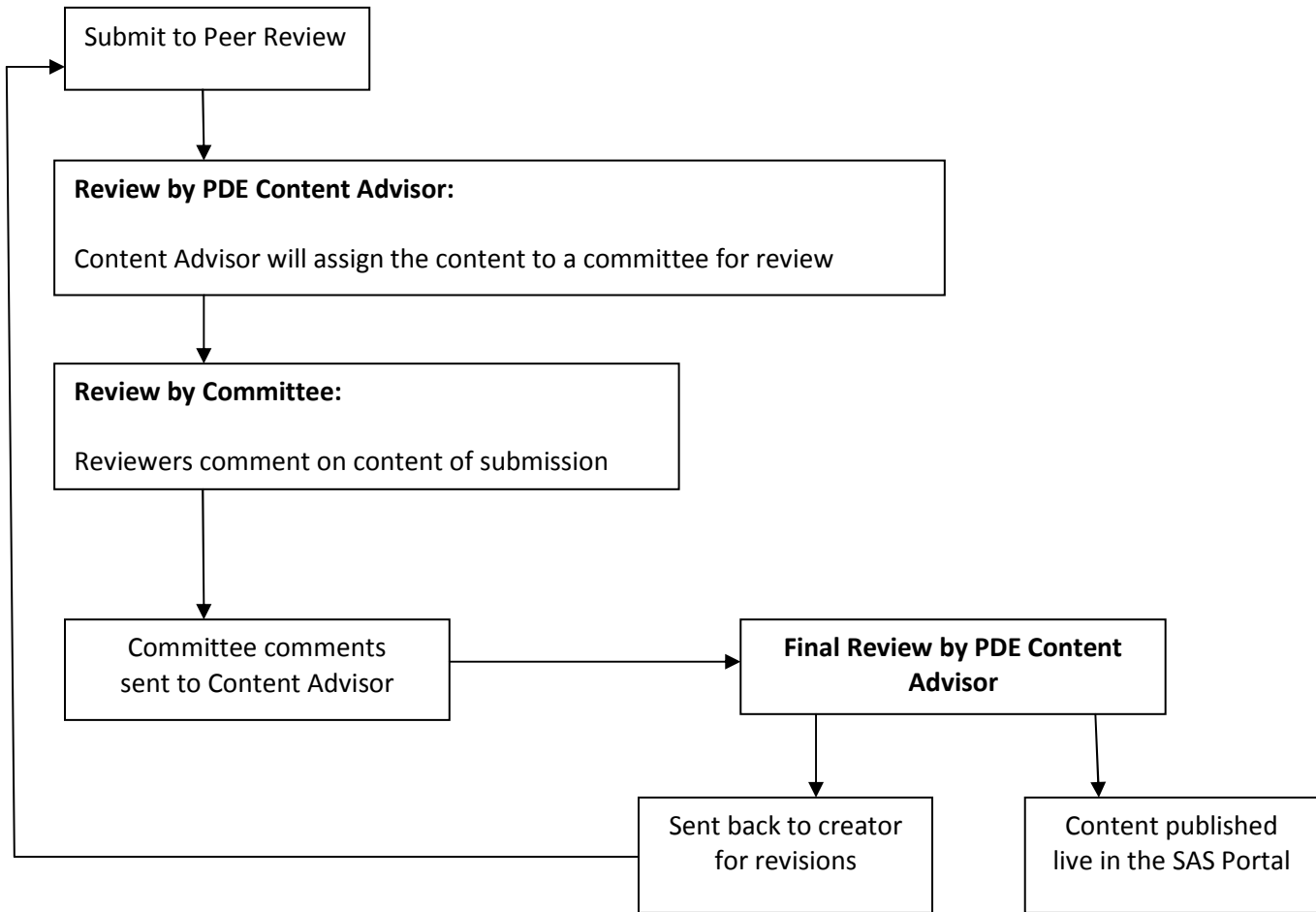
- Participants will affix any remaining questions (written on a Post-It note) to the Materials & Resources Parking Lot.
- The instructor(s) will remove the Post-Its, and will address the remaining questions or concerns with the whole group.

Lesson Plan Definitions

1. **Subjects/Courses**: a course or area of study composed of units

2. **Grade Level**: a level of student academic development

3. **Title:** identifies the lesson topic

4. **Alignments:** shows the connection between standard, anchor, anchor descriptor, and/or eligible content and the curriculum framework

    − PA Academic Standards
    − PA Common Core Standards
    − Eligible Content
    − Big Idea(s)*
    − Concept(s)*
    − Competencies*

5. **Vocabulary:** Tier 3 words; words and language specific to that content area

6. **Objective(s):** the goal(s) of the unit; a subsequent measure of the student's performance

7. **Essential Question(s)**: Question(s) specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

8. **Duration:** expected length of the lesson plan

9. **Materials :** various items which are used to support the lesson

10. **Suggested Instructional Strategies**: strategies embedded within instructional procedures including "WHERE TO" (Wiggins and McTighe).

11. **Instructional Procedure(s):** various ways in which the lesson can occur including learning activities and extensions as a sub-heading. Extensions are examples of how the content and/or the instructional procedures described in lesson plans may be modified to address the specific needs of other student populations, such as ELLs, students with IEPs, or students who are gifted.

12. **Formative Assessment:** a *process* used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes

13. **Related Materials & Resources:** other materials, links, etc. which support the lesson

*Big Ideas, Concepts, and Competencies will be automatically populated based on the standard and eligible content alignment.

Quality Review Process

```
┌─────────────────────────┐
│  Submit to Peer Review  │
└─────────────────────────┘
            │
            ▼
┌───────────────────────────────────────────────────────┐
│  Review by PDE Content Advisor:                        │
│                                                        │
│  Content Advisor will assign the content to a          │
│  committee for review                                  │
└───────────────────────────────────────────────────────┘
            │
            ▼
┌───────────────────────────────────────────────────────┐
│  Review by Committee:                                  │
│                                                        │
│  Reviewers comment on content of submission            │
└───────────────────────────────────────────────────────┘
            │
            ▼
┌──────────────────────────┐          ┌──────────────────────────┐
│   Committee comments     │─────────▶│  Final Review by PDE     │
│  sent to Content Advisor │          │     Content Advisor      │
└──────────────────────────┘          └──────────────────────────┘
                                              │              │
                                              ▼              ▼
                               ┌──────────────────────┐  ┌──────────────────────┐
                               │  Sent back to creator │  │  Content published    │
                               │    for revisions      │  │ live in the SAS Portal│
                               └──────────────────────┘  └──────────────────────┘
```

SAS 101 Participant Activity: Materials & Resources Activity

Browse the keywords from the list of content providers. Enter a keyword and click Search. Select at least one lesson or unit from the Voluntary Model Curriculum. Add each resource to your ePortfolio. In each box below, enter the resource name. In each arrow, articulate how this particular resource will support and enhance your own instruction.

Resource

How will this resource enhance instruction?

Resource

How will this resource enhance instruction?

What information in the Materials & Resources section of the Portal will help you to achieve the goal you set earlier?

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