WELCOME

Welcome to the first edition of the SCIA Quarterly Newsletter! We hope that the start of this school year has been a success for you and your students.

Throughout this year, we will be issuing a digital newsletter every quarter. Our intention is to provide an informative approach to best instructional practices in various subject areas. You will find that the digital newsletter will also include hyperlinks embedded within it to create easy access to external links and websites.

We also aim to make this newsletter a celebration of the incredible work that is being done throughout the district at our secondary sites.

Finally, you will notice within this newsletter that the former "Sway" newsletter brought to you by our Instructional Technology Coaches has now been added to this publication. We recommend looking at this section to find out new and exciting ways to incorporate technology in your classroom, regardless of the subject area you teach.

Thank you for your dedication and commitment to bringing the best each day to our Downey Unified students. We applaud the work you do and hope that you find this newsletter to be a valuable tool and resource for you in your classroom.

Q: These practice standards should be regularly found in a ___________ classroom.

Attend to Precision
Make Sense of Problems and Persevere in Solving Them

Look For and Make Use of Structure
Construct Viable Arguments and Critique the Reasoning of Others

Answer on Page 4
Using Picture Prompts

Teaching rhetorical analysis can be a challenging task for teachers. One way to creatively get students engaged in the critical thinking process is by incorporating "picture prompts" into classroom activities and curriculum.

The New York Times offers a collection of high-quality photos and illustrations that can be used in a variety of ways to fit your classroom objectives and goals. Each picture also has an associated NY Times article to provide additional information and context for the selected images. These "picture prompts" can be a helpful tool in supporting students' skills in:

1. Engaging in personal or narrative writing
2. Writing argumentative or expository pieces
3. Expanding their knowledge of international news and issues
4. Making meaning out of illustrations, info-graphics, or editorial cartoons
5. Practicing how to make inferences using the image
6. Writing down varied levels of questions (DOK)
7. Making personal connections
8. Encourage speaking and listening through classroom discussion and/or student pairings
9. Building a vocabulary bank of related words and/or phrases
10. Writing from the perspective/point of view of the subject(s) in the image

To begin exploring this idea, click here for more information.
BOOK RECOMMENDATIONS from Carol Jago

The following are recommended young adult novels from ELA consultant, Carol Jago (on September, 2017):

**Refugee by Alan Gratz** – "Joseph is a Jewish boy living in 1930s Nazi Germany. Isabel is a Cuban girl in 1994. Mahmoud is a Syrian boy in 2015. All three kids go on harrowing journeys in search of refuge, and all face unimaginable dangers." (Grades 6–8)

**The Blood of Emmett Till by Timothy Tyson** – A re-examination of a pivotal moment in the Civil Rights Movement – the 1955 lynching of Emmett Till. This part detective/part political history provides new evidence about this notorious hate crime. (Grades 11–12)

**Vincent and Theo by Deborah Heiligman** – "This biography shares the stories of the relationship between brothers Theo and Vincent Van Gogh, a deep and enduring friendship that shaped both brothers' lives." (Grades 8–10)

**Solo by Kwame Alexander** – "Blade endeavors to resolve painful issues from his past to navigate the challenges of his former rockstar father's addictions, scathing tabloid rumors, and a protected secret that threatens his own identity." (Grades 9–11)

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**BOOK REVIEW COMMITTEE**

Are you interested in using a book for whole class instruction? If so, have you checked to make sure it is on the DUSD Approved Booklist?

A newly established Book Review Committee is here to answer your questions! Each secondary site has a representative who is trained and ready to assist you in starting the process. Questions?

Email: Secondary English Department
Desmos has come out with a new activity where students can learn about transformation as if they were playing miniature golf. The lesson helps students develop deeper, conceptual understandings of what rotations, reflections, and translations actually do while playing a game that feels like you’re coding. Click here for more.

Other fun interactive lessons by Desmos are the Marbleslides: Parabolas and Marbleslides: Lines activities. Both of these fun, but challenging activities will prompt students to restrict, reposition, and resize lines or parabolas in order to send digital marbles through stars. Students will also use precision of language to describe the transformations taking place.

**Math Practice Standards**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for an express regularity in repeated reasoning.
21CLC What Does a 21st Century Classroom Look Like?

One of the early challenges in rolling out the 21 CLC initiative was trying to define what a 21st century learning environment looks like. One might be tempted to jump to some conclusions that seem more difficult to undertake than they are. In fact, 21st century learning environments are probably not much different than what you are already doing. Below is a brief list of three traits of a 21st century learning environment.

1. A Collaborative Environment – The old method of students in rows with a teacher giving lectures has given way to an environment where students work together to solve problems and reach learning goals. The teacher works as a facilitator in an inquiry based method of instruction. Students take part in hands-on learning where goals are clearly defined.

2. Technology Integration – Students use technology to solve problems in new ways. Technology is used as a way to express creatively, to write for reflection, and justify their reasoning. Technology may be used to create portfolios, rubrics and formative assessments. Technology is not replacing the teacher, but rather empowering the teacher to meet the learning goals of each student.

3. Differentiated Instruction – The power of technology is employed in ways that allow for differentiated student learning, self-paced activities and assessments, and a blended environment that allows time for the teacher to respond and intervene with struggling learners.

DHS and WHS Roll Out their ELA9 21st Century Learning Communities

Downey and Warren High Schools were part of the latest roll out of computers under the 21st Century Learning Communities initiative. In addition to one teacher computer for each 21 CLC member, 29 ninth grade English teachers received 20 computers for each of their classrooms.

Lockers were installed in each of the rooms in early October, and computers came soon thereafter. This is the first cohort of high school teachers in the initiative.

Go Formative – a quick and easy way to create formative classroom assessments in seconds and get immediate feedback on student learning. Log in today with your DUSD account.