



Disciplinary Venn Diagram

Why the Mix of Disciplines?

- We have science, social studies, and English language arts teachers
- Why are **you** here? What interested you about this institute?



Why the Mix of Disciplines?

- MEL materials have focused on science content (esp. Earth and environmental sciences)
- LR activities have focused on civics courses but are easily transferable to other domains
- ELA skills are used in all domains, increasingly integrating other disciplines into instruction

Let's look at the overlap...



Science

- **S2**: Develop and use models
- **S6**: Construct explanations and design solutions

Social Studies

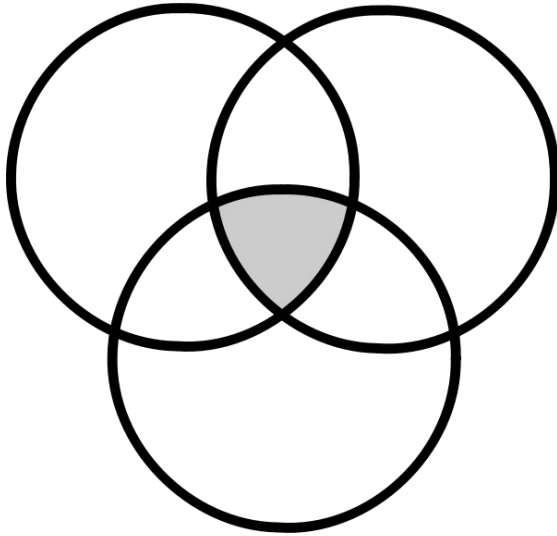
- **SS6**: Take informed action

- **SS1/S1**: Develop questions and define problems
- **SS2/S3**: Plan and carry out inquiries and investigations
- **SS4/S7/E5**: Develop claims and arguments using evidence
- **SS5/S8/E3/E4**: Communicate and critique conclusions and information
- **E2**: Build a strong base of knowledge through content-rich texts
- **SS3/S4/E5/E6**: Value, gather, analyze, and evaluate data and evidence

- **E1**: Demonstrate independence in reading complex texts and writing and speaking about them
- **E7**: Understand other cultures and perspectives through reading, listening, and collaborations

English/Language Arts

Your Task



- Take one line from the center section (overlap of all three disciplines)
- How is this addressed in each content area?
- Identify similarities, differences, and opportunities for mutual support
- Report out on big paper

- **SS4/S7/E5**: Develop claims and arguments using evidence
- **SS5/S8/E3/E4**: Communicate and critique conclusions and information
- **E2**: Build a strong base of knowledge through content-rich texts
- **SS3/S4/E5/E6**: Value, gather, analyze, and evaluate data and evidence

Science

- **S2**: Develop and use models
- **S6**: Construct explanations and design solutions

Social Studies

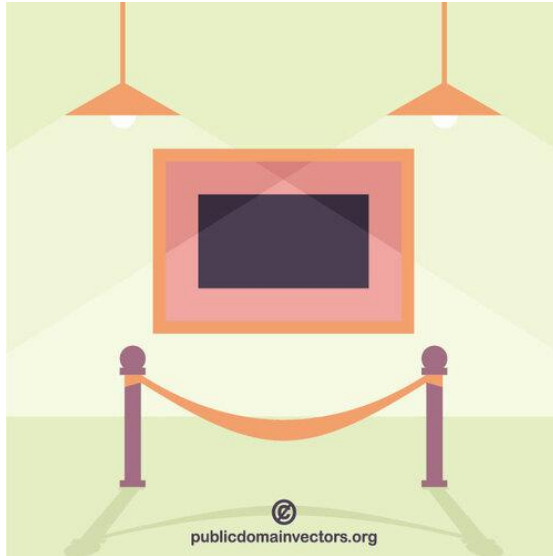
- **SS6**: Take informed action

- **SS1/S1**: Develop questions and define problems
- **SS2/S3**: Plan and carry out inquiries and investigations
- **SS4/S7/E5**: Develop claims and arguments using evidence
- **SS5/S8/E3/E4**: Communicate and critique conclusions and information
- **E2**: Build a strong base of knowledge through content-rich texts
- **SS3/S4/E5/E6**: Value, gather, analyze, and evaluate data and evidence

- **E1**: Demonstrate independence in reading complex texts and writing and speaking about them
- **E7**: Understand other cultures and perspectives through reading, listening, and collaborations

English/Language Arts

Gallery Walk



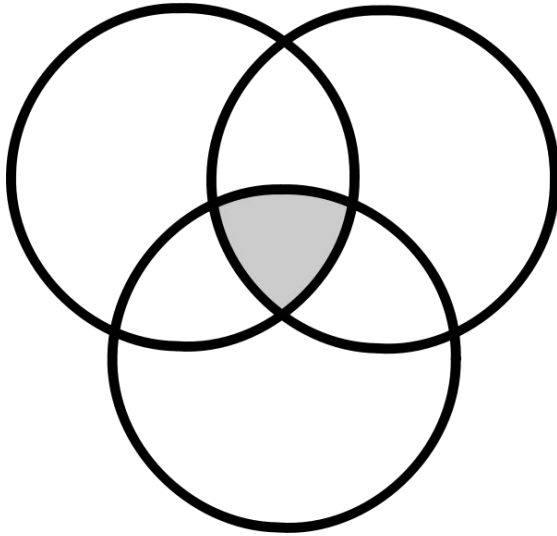
- Walk around the other posters
- Make comments via post-it notes
 - Questions for clarification
 - Adding ideas
 - Support or cheers

Updating Your Chart

- Based on the post-its added, would you make any changes to your poster? Do so now!
- Share out one edit you made and why

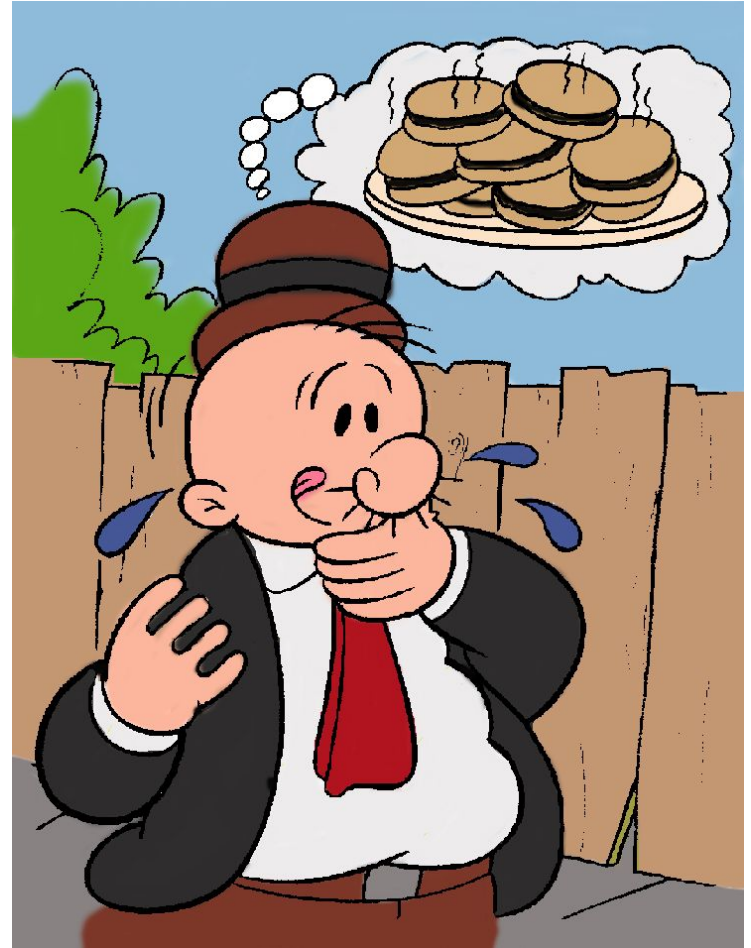


Reflecting on Your Task



- What was challenging about this task?
- What was straightforward?
- Where might you need more information or clarification?
- What new thing/approach/focus do you see that you can apply to your own classroom?
- What new thing/approach/focus do you see that you can do to support a colleague?

Paperwork, Forms, and... Lunch!



ACKNOWLEDGEMENTS



This research project is supported by the US National Science Foundation (NSF) under Grant Nos. 2201012, 2201013, 2201015, 2201016, 2201017, 2201018, and 2346657. Any opinions, findings, conclusions, or recommendations expressed are those of the authors and do not necessarily reflect the NSF's views.