



2009 International SIM Professional Developers Conference

HANDOUT

Integrating SMARTsheets into the Content Literacy Continuum

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NOTE: Be sure request a free copy of the Power Point presentations for this session. SIM Professional Developers have permission to use the presentations and duplicate / disseminate the handouts.

An extensive collection of samples of how teachers have used SMARTsheets, presentations, and related PD materials is available at *MakesSenseStrategies.com*



Essential Understanding SMARTsheets

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Professional Development

Activity 1 *Work with a partner to complete this activity*

Analyze the learning standards below and determine (a) which organization structure best fits the standard and why; and (b) which of the 15 most common topics best matches what the standard appears to be primarily about and why you think so. Note 1st & 2nd choices for each.

Organization structures → Hierarchic Cause/Effect Compare/Contrast Linear Sequence Cycle

15 EU Topics → Person Group Place/Geography Event Process/Procedure Theory Idea Debate Issue Policy War/Conflict Belief Problem Invention Thing/Object

SOCIAL STUDIES / HISTORY

1. *Explain effects of European exploration during the Age of Discovery upon European society and Native Americans, including the economic and cultural impact.*

Best way to organize this information 1st choice _____ 2nd choice _____ **Primary EU Topic** 1st choice _____ 2nd choice _____

2. *Describe political, social, and economic events between 1803 and 1860 that led to the expansion of the territory of the United States.*

Best way to organize this information 1st choice _____ 2nd choice _____ **Primary EU Topic** 1st choice _____ 2nd choice _____

3. *Identify causes of the Civil War from the northern and southern viewpoints.*

Best way to organize this information 1st choice _____ 2nd choice _____ **Primary EU Topic** 1st choice _____ 2nd choice _____

4. *Explain how artifacts and other archaeological findings provide evidence of the nature and movement of prehistoric groups of people.*

Best way to organize this information 1st choice _____ 2nd choice _____ **Primary EU Topic** 1st choice _____ 2nd choice _____

5. *Explain causes of the military defeat of the Confederacy*

Best way to organize this information 1st choice _____ 2nd choice _____ **Primary EU Topic** 1st choice _____ 2nd choice _____

6. *Compare significant features of civilizations that developed in the Tigris-Euphrates, Nile, Indus, and Huang He River valleys*

Best way to organize this information 1st choice _____ 2nd choice _____ **Primary EU Topic** 1st choice _____ 2nd choice _____

7. *Describe the role of Alexander the Great in the Hellenistic world.*

Best way to organize this information 1st choice _____ 2nd choice _____ **Primary EU Topic** 1st choice _____ 2nd choice _____

8. *Compare government structure under the Articles of Confederation with government structure under the Constitution of the United States*

Best way to organize this information 1st choice _____ 2nd choice _____ **Primary EU Topic** 1st choice _____ 2nd choice _____

9. *Explain the necessity for and inclusion of a system of checks and balances*

Best way to organize this information 1st choice _____ 2nd choice _____ **Primary EU Topic** 1st choice _____ 2nd choice _____

10. *Outline the process of amending the Constitution of the United States*

Best way to organize this information 1st choice _____ 2nd choice _____ **Primary EU Topic** 1st choice _____ 2nd choice _____

11. *Trace the expansion of suffrage and its effect on the political system of the United States.*

Best way to organize this information 1st choice _____ 2nd choice _____ **Primary EU Topic** 1st choice _____ 2nd choice _____



MAKES SENSE STRATEGIES

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SCIENCE

1. Describe the structure of atoms, including the location of protons, neutrons, and electrons.

Best way to organize this information 1st choice _____ 2nd choice _____ Primary EU Topic 1st choice _____ 2nd choice _____

2. Identify Newton's three laws of motion.

Best way to organize this information 1st choice _____ 2nd choice _____ Primary EU Topic 1st choice _____ 2nd choice _____

3. Describe how mechanical advantages of simple machines reduce the amount of force needed for work.

Best way to organize this information 1st choice _____ 2nd choice _____ Primary EU Topic 1st choice _____ 2nd choice _____

4. Compare the reaction of plant and animal cells in isotonic, hypotonic, and hypertonic solutions

Best way to organize this information 1st choice _____ 2nd choice _____ Primary EU Topic 1st choice _____ 2nd choice _____

5. Distinguish between monocots and dicots, angiosperms and gymnosperms, and vascular and nonvascular plants.

Best way to organize this information 1st choice _____ 2nd choice _____ Primary EU Topic 1st choice _____ 2nd choice _____

6. Identify ways in which the theory of evolution explains the nature and diversity of organisms

Best way to organize this information 1st choice _____ 2nd choice _____ Primary EU Topic 1st choice _____ 2nd choice _____

7. Trace the flow of energy as it decreases through the trophic levels from producers to the quaternary level in food chains, food webs, and energy pyramids.

Best way to organize this information 1st choice _____ 2nd choice _____ Primary EU Topic 1st choice _____ 2nd choice _____

8. Describe the interdependence of biotic and abiotic factors in an ecosystem Examples: effects of humidity on stomata size, effects of dissolved oxygen on fish respiration

Best way to organize this information 1st choice _____ 2nd choice _____ Primary EU Topic 1st choice _____ 2nd choice _____

9. Contrast autotrophs and heterotrophs

Best way to organize this information 1st choice _____ 2nd choice _____ Primary EU Topic 1st choice _____ 2nd choice _____

10. Identify reasons coastal waters serve as an important resource

Best way to organize this information 1st choice _____ 2nd choice _____ Primary EU Topic 1st choice _____ 2nd choice _____

11. Identify causes for species extinction locally, regionally, and worldwide Examples: economic stability, biodiversity, recreation

Best way to organize this information 1st choice _____ 2nd choice _____ Primary EU Topic 1st choice _____ 2nd choice _____

12. Describe the formation and use of nonrenewable fossil fuels

Best way to organize this information 1st choice _____ 2nd choice _____ Primary EU Topic 1st choice _____ 2nd choice _____

13. Identify by-products of the combustion of fossil fuels, including particulates, mercury, sulfur dioxide, nitrogen dioxide, and carbon dioxide

Best way to organize this information 1st choice _____ 2nd choice _____ Primary EU Topic 1st choice _____ 2nd choice _____

14. Compare nuclear fission and nuclear fusion reactions in the production of energy

Best way to organize this information 1st choice _____ 2nd choice _____ Primary EU Topic 1st choice _____ 2nd choice _____



Professional Development Activity 2

- Write the name of a famous person who students typically learn about in school. _____
- Analyze the selection of PERSON SMARTsheet below; decide 1st and 2nd choice regarding which would be best to use when teaching students about this person and why.

PERSON Person Clear Table

Is an important person because...

Ways to describe this person

Known for...	Not known for... Don't confuse with...	Impact on the world THEN and NOW	Contemporary person this individual is like or not like Because...
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Knowledge Connections

This person makes you think of... Because...

PERSON Is about a person who...

Factors that INFLUENCED the person's actions	Notable ACTIONS of the person	IMPACT of this person on the world
---	--------------------------------------	---

So what? What is important to understand about this person?

Person Multiple Perspectives

WHO? Probably view the person this way...

WHO? Probably view the person this way...

Person

Why? Why?

Person Semantic Map

Is a member of this group...

PERSON

Characteristic	EXAMPLE of something notable this person did...
Characteristic	Don't confuse this person with...
Characteristic	Somebody from today's world this person is like
Explain why this person is remembered	Why I would like (or not like) to be like this person...



Essential Understanding SMARTsheets

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1. Write the name of an important **issue** of people who students typically learn about in school. _____

2. Analyze the selection of ISSUE *SMARTsheets* below; decide 1st and 2nd choice regarding which would be best to use when teaching students about this person and why.

ISSUE _____ **Issue Clear Table**

Is about... _____

Why some people think the issue is important	Why some people are not concerned about the issue	Actions people took as a result of the issue	What is a similar issue in today's world?

Knowledge Connections

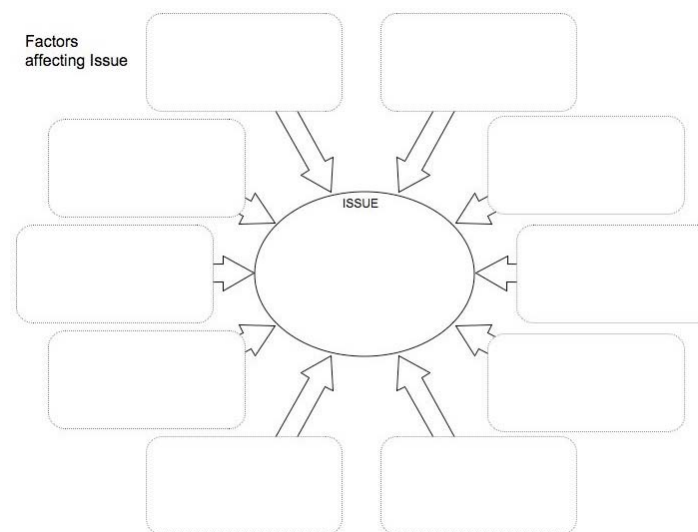
This issue makes you think of ...	Because...

Issue Caused...

This issue	Caused this to happen	
Specific information about this issue	How and/or Why?	Specific information about what happened as a result of the issue
What was the issue's positive or negative impact on the world?		

Issue Comparisons

	Issue	Comparing...	Issue
	_____	← →	_____
	Different	Similar	Different
Features of the issue			
IMPACT of the issue on people's daily lives			
ACTIONS people took in relation to the issue			
PERSPECTIVES (positive or negative) people have about the issue			





Essential Understanding SMARTsheets

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1. Write the name of a n important **event** who students typically learn about in school. _____

2. Analyze the selection of EVENT SMARTsheets below; decide 1st and 2nd choice regarding which would be best to use when teaching students about this person and why.

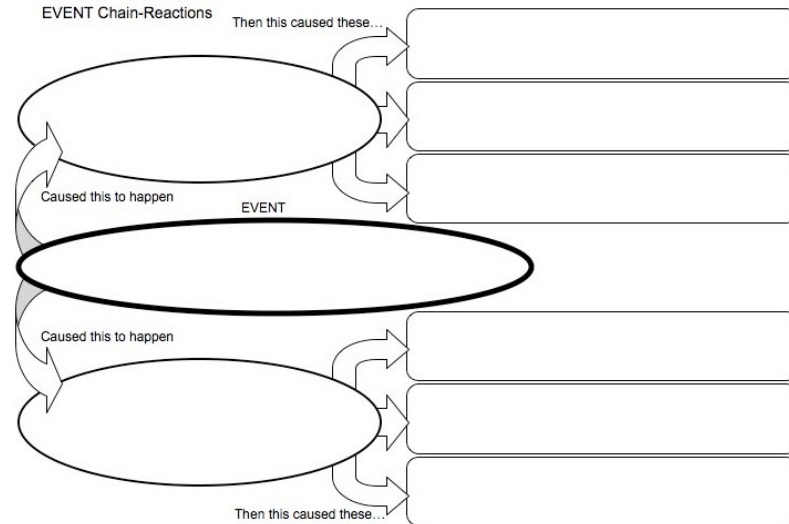
EVENT Event Clear Table

Ways to describe the event

Key things LEADING to the event	Key things that happened DURING the event	Key things that happened AFTER the event	Impact of event THEN and NOW on the world
---------------------------------	---	--	---

Knowledge Connections

This event makes you think of...	Because...
----------------------------------	------------



Event REAL-world Connections

Reveal key features Event _____

Gist of why this event is notable _____

Specific things about this event

--	--	--

Evaluate this event's value to our world

Why we SHOULD value this event's impact on today's world AND / OR Why we should NOT value this event's impact on today's world

Reasoning...

Analyze reactions

Ways people have reacted POSITIVELY to this event AND / OR Ways people have reacted NEGATIVELY to this event

Reasoning...

List background knowledge or experiences related to this event

Event Sequence

_____ Is about...

This happened... → Next, this happened... → Then this happened... → Finally, this happened...

So what? What is important to understand about this?
