



# PiLa-CS PLC Design Journal

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Unit Designers:

## Template 1: Getting to know students and their conversations

Think back to your experience teaching in the last year or so, use these prompting questions to free-write and generate memories of classroom moments when students shared aspects of home, language, community and their experiences of the world.

Look in your workspace for a version of this template that's been filled out with some of your interview comments

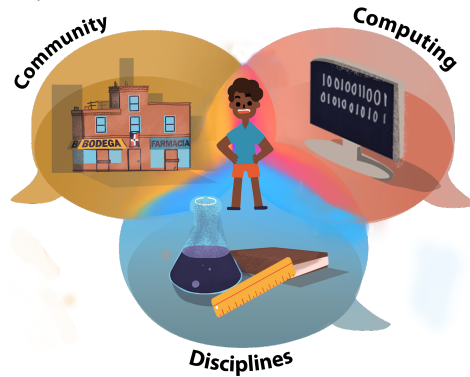
Think of a time when students shared about...	Episode/Memory
<p><b>Neighborhood, Family and other Identities</b> - What have students shared about their family, community, and identities? When and how have they brought these ideas to your attention?</p> <p><b>Funds of knowledge to consider:</b></p> <ul style="list-style-type: none"> <li>- Values and traditions (<i>holiday celebrations, religious beliefs, etc</i>)</li> <li>- Ways of caregiving</li> <li>- Friends and family</li> <li>- Outings</li> <li>- Chores</li> <li>- Knowledge about systems (<i>immigration, transportation etc</i>)</li> <li>- Educational activities (<i>nature walks, visiting museums, libraries</i>)</li> <li>- Sports and physical activity</li> <li>- Family occupations</li> <li>- Artistic / scientific knowledge (<i>e.g. recycling, healthy eating, crafting, playing music, cooking etc</i>)</li> </ul> <p><b>Think about identity expansively</b> -- things like gender, race, ethnicity, sexual orientation, religion, but also as a gamer, as a member of a sports team, etc.</p>	

<p><b>For some, immigration stories</b> - What have students or their families shared about their immigration histories, for those who've immigrated?</p>	
<p><b>Language practices</b></p> <p>What have students shared about their many language practices?</p> <p>What stories can you tell about how they use language with different people (children, teachers, family members, online communities etc)?</p> <p>What stories can you tell about how they use language during different school activities (in your class and beyond)?</p> <p>→ Consider oral, written, and multimodal forms of language (eg: drawing, gesture, etc)</p>	
<p><b>In and out of school educational history</b></p> <p>What have students shared about their experiences learning language and literacy over their years (in their home countries, prior grades, prior schools)?</p> <p>Think broadly about traditional school activities as well as out of school experiences like religious education, sports, arts, work, and other activities.</p>	
<p><b>Experiences with school subjects</b></p> <p>What have students shared about their curiosities about science, math, literature, social studies etc?</p>	
<p><b>Experiences with technology, media, and other interests</b></p>	

<p>What have students shared about their many technology practices and interests?</p> <p>→ Tools, platforms, apps, games, media they use and/or make across settings</p> <p>→ Their purposes for using/making technology</p> <p>→ Their critiques of tools/software</p>	
<p><b>Issues they care about in the world</b></p> <p>What have students shared about issues that they care about? What questions and opinions do they have about the world and their communities that you have picked up on?</p>	
<p><b>Questions you have about students, and other details you'd like to learn. How might you go about learning these?</b></p>	
<p><b>What are some parallel issues and conversations happening in the wider community which you think could bridge to conversations that students are already having?</b></p>	

Adapted from: [CUNY-IIE template](#), inspired by: González, N., Moll, L., & Amanti, C. (Eds). (2005). *Funds of knowledge: Theorizing practices in households, communities and classrooms*. Erlbaum

### Syncretic Computational Literacies



## Template 2: What conversation(s) could code and computing become a part of?

Go back over your Template 1, and pick a few conversations your students and their communities are already taking part in that you might link to a computing education unit you hope to teach.

Detail the language practices and literacies they draw on to have those conversations, and how you might extend and integrate those conversations into your classroom by including language and literacies from school disciplines, computing, and the community.

If you would like to do the collaborative post-it activity that we modeled to inspire you, [make a copy of these slides](#) or [this jamboard](#).

<p>Pick 1-2 meaningful conversations your students are already having.</p> <p>What language and literacies do they draw on to have those conversations?</p>	What links can you make between this conversation and...		
	<p><b>School Disciplines</b> (e.g. ways of talking, listening, writing, creating, reading, critical thinking, and learning from <b>subject areas</b>)</p> <p><b>*Remember:</b> not all disciplinary learning happens in school! Consider after-school programs, home, community institutions, media (e.g. creating a family budget → Math)</p>	<p><b>Computing</b> (eg: ways of talking, listening, writing, creating, reading, critical thinking, and learning that involve <b>coding/computing in real world contexts</b>)</p>	<p><b>The Community</b> (e.g. ways of talking, listening, writing, creating, reading, critical thinking, and learning from <b>home, friends, family, communities, media</b>)</p> <p><b>**Highlight practices not often brought into school, but also, community connections your school may already have</b></p>



## Template 3a: Research

**What sources will help you learn more about the conversation you're trying to start with your students?**

Think about multimedia, multilingual sources, data, models, infographics, people, community groups, etc.

Sources (Links, titles, etc)	What are some ways these sources are shaping your thinking about the topic?

What are some questions you have about the content of these conversations?

What are some sources that you would want to share with students? Why? How are you vetting the sources to ensure they reflect students' backgrounds, language, communities, interests, and that they engage multiple modalities?

What are some potential pitfalls / things you are concerned about in opening up this conversation with students? What supports might you need to address them?

## Template 3b: Community Connections

What groups, individuals, initiatives can serve as models and contexts for the conversations you want to have?

Wish list	More practical	Purpose / role for this person or group

### Some options for community member(s) role involvement:

- guest speakers
- mentors / demos
- sources of data (interviews, community walks, surveys)
- clients for projects
- audience members / feedback providers
- Just an inspiring example of a conversation you might talk about in class

## Template 4: Unit Premise

Unit Title:

Unit Duration (how long do I want to spend on this):

<p><b>What conversation will code and computing become a part of in this unit?</b></p> <p><b>I chose this conversation because...</b> [you might use evidence from above worksheets]</p>	
<p><i>Literacies, language, and objectives from...</i></p>	<p><i>What do you want to grow or teach in this activity?</i></p>
<p><b>School Disciplines</b> (e.g. ways of talking, listening, writing, creating, reading, critical thinking, and learning from subject areas)</p>	
<p><b>The Community</b> (e.g. ways of talking, listening, writing, creating, reading, critical thinking, and learning from home, friends, family, communities, media)</p>	
<p><b>Computing</b> (eg: ways of talking, listening, writing, creating, reading, critical thinking, and learning that involve coding/computing in real world contexts)</p>	
<p><b>How will you know that your students are successfully participating in this conversation?</b></p>	
<p><b>What would you have your students do/make? For what authentic audiences and purposes?</b></p>	





Insert links to any project examples/exemplars (pre-created or your own) here:

At what points during this unit could you build in opportunities for students to make choices (e.g about topic, format, mode of engagement) that will help them feel personally connected and excited about their projects and activities?

## Template 5: Aligning Premise, Deliverables, and Language Goals

There are many goals you might like to support your students to achieve in this unit. You might not have goals for every cell, and some goals may fit multiple types, but consider the following types across the different moments of your unit.

### Other points of consideration:

- You'll likely consider standards documents when you put these together, but we encourage you to ALSO think about the language and content goals students need to participate in conversations in real life communities. (e.g. how do activists, hackers, journalists, craftspeople, business owners, family members, tradespeople, artists, etc talk, create, collaborate)
- Glossary of terms on the next page.

	Goals to meet in the <b>PRODUCT</b> that students are making	Goals to meet during the <b>PROCESS</b> of making	Goals to meet while <b>SHARING</b> the product
General language objectives			
Specific language objectives			
Translanguaging goals			
CS content, practices, perspectives goals			
Discipline-specific content goals (e.g. Science, Math, SS)			
Collaboration and SEL goals			
Making space for students' personal goals			

See an example of this template filled out [here](#).



## Translanguaging Pedagogy Glossary

**Translanguaging:** When bilingual students use their FULL linguistic repertoires to communicate and learn. It also refers to the pedagogy that leverages that fluid language use.

### Parts of Translanguaging Pedagogy

**design:** The planning of the classroom space, the elements of instruction and assessment, and the strategies to be used with bilingual students.

**shifts:** Refers to the many moment-by-moment decisions that teachers have to make all the Time.

**stance:** Refers to the belief that bilingual students' different language practices need to be leveraged together and performed collaboratively with others.

### Kinds of Objectives

- **CS/Disciplinary Content:** What students should be able to know and do in a particular content area (ie: debug a program in CS, measure angles in math, formulate a hypothesis to an experiment in science, compare and contrast causes of the Civil Rights movement and Black Lives Matter movement)
- **General Linguistic:** what kids should be able to do with language, generally, ie: infer, make predictions, explain their calculations, compare-contrast, use text based evidence to support a claim.
- **Language-specific:** the particular content-specific, conventional words and phrases they need to use in a particular language, ie: sequencing words in English, Spanish conditional tense, standard grammar, vocabulary, and usage.
- **Translanguaging:** Planned ways of leveraging bilingualism and ways of knowing so that students can better access both content and language practices valued in school.

**From:** García, O., Johnson, S. I., & Seltzer, K. (2016). *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning*. Philadelphia: Caslon Publishing.

## Template 6: Assessment

Consider the following reflection questions as you design your assessment(s).

<p><b>Purpose</b></p> <p>What is the <b>purpose</b> of this assessment?</p>	<ul style="list-style-type: none"> <li>• Which goals (from Template 5) do you want to see students develop the most?</li> <li>• What aspects of process, product, presentation do you most care about?</li> <li>• How are you ensuring that students are progressing towards grade level standards, but also, their own personal standards, and are being recognized as participants in a community?</li> </ul>
<p><b>Use</b></p> <p>How will the results of this assessment be <b>used</b>?</p>	<ul style="list-style-type: none"> <li>• How will you use this assessment to understand each students' individual learning?</li> <li>• How will this assessment be used by students to gauge their own learning?</li> <li>• How will this assessment be used by the larger school community? (e.g. for grading, PT conferences, portfolios, etc)</li> </ul>
<p><b>Method</b></p> <p>What <b>method</b> is most appropriate?</p>	<p><b>Some potential methods:</b></p> <ul style="list-style-type: none"> <li>• Observation with rubric</li> <li>• Final projects and annotation with rubric / checklist</li> <li>• Presentations with rubric / checklist</li> <li>• Oral interview / conferencing with rubric / checklist</li> <li>• Peer assessment with rubric / checklist</li> <li>• Written reflection / response with rubric / checklist</li> </ul>
<p><b>Instrument</b></p> <p>What <b>instruments</b> will be needed (test, prompts, realia, rubric, checklist etc.)?</p>	<ul style="list-style-type: none"> <li>• What would be on your rubric / checklist? What would success look like?</li> <li>• How will you provide opportunities for revision, feedback, and reflection?</li> <li>• How do we differentiate assessments so that students with different goals and abilities can show what they know?</li> <li>• How do we tease apart measuring content from measuring academic/standard language?</li> <li>• How do we leverage translanguaging to design assessments capable of capturing the knowledge and skills of multilingual learners?</li> </ul>

Adapted from Kate Mahoney's PUMI Framework in *The Assessment of Emergent Bilingual: Supporting English Language Learners* (2017).

<p><b>Purpose</b></p> <p>What is the <b>purpose</b> of this assessment?</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Use</b></p> <p>How will the results of this assessment be <b>used</b>?</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Method</b></p> <p>What <b>method</b> is most appropriate?</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Instrument</b></p> <p>What <b>instruments</b> will be needed (test, prompts, realia, rubric, checklist etc.)?</p>	<ul style="list-style-type: none"> <li>•</li> </ul>

## Template 7: Calendar of Objectives and Activities

Feel free to use whatever format is most comfortable for you for planning lesson objectives. You can use the templates below for lesson planning, or create your own documents in your workspace. Ideally, you know where the schedule and resources are in a way that is most comfortable for you.

Lesson Date	Objectives	Activity / Assessment ideas

## Template 8: Reflecting on Your Syncretic / Translanguaging Designs for CS Learning

Once you've designed your syncretic / translanguaging CS ed activities, take some time to reflect on your designs independently or with a peer.

Goals for the unit/lesson	Strengths of the design	Questions about the design	Suggestions for future growth
Goals stated by the designer: <jot here>			
Support and build on <b>students' translanguaging</b>			
Offer opportunities for students to engage with <b>their communities</b>			
Offer opportunities for students to engage with <b>school subject practices and concepts</b>			
Offer opportunities for students to engage with <b>real-world computing communities (e.g. programmers, activists, etc)</b>			

**Other Comments and Suggestions:**



Random Stuff to Keep Track Of (links, examples, etc.)