Exploring the Depth & Complexity Framework

Brad Russell, Mapleton Public Schools
Today’s Objectives

1) Overview of **English language proficiency** considerations

2) Overview of Jiaotong University **Summer Program**

3) **Introduction** of the DCF Icons & Content Imperatives  
   *(as presented in the Jiaotong University Summer Program)*

4) **Application** of the DCF Icons & Content Imperatives  
   *(as presented in the Jiaotong University summer program)*
The Language Continuum

Syllable-timed Language

Chinese

Stress-timed Language

English
<table>
<thead>
<tr>
<th>WIDA Score Levels (CDE)</th>
<th>Proficiency Levels</th>
<th>Literacy Levels (Reading/Writing)</th>
<th>Oracy Levels (Speaking/Listening)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 – 1.7</td>
<td>NEP1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8 – 2.4</td>
<td>NEP2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5 – 3.2</td>
<td>LEP1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3 – 3.9</td>
<td>LEP2</td>
<td>Most Jiaotong University students in summer program</td>
<td></td>
</tr>
<tr>
<td>4.0+</td>
<td>FEP</td>
<td>Most Jiaotong University students in summer program</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>MON</td>
<td>TUES</td>
<td>WED</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------------</td>
<td>-------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>1 – AM</td>
<td>Holiday &amp; Festivals (Diagnostic)</td>
<td>Holiday &amp; Festivals (Diagnostic)</td>
<td>Writing Workshop (College Application Letter)</td>
</tr>
<tr>
<td>2 – AM</td>
<td>Media &amp; Advertising</td>
<td>Media &amp; Advertising</td>
<td>The Arts</td>
</tr>
</tbody>
</table>
How I introduced the Depth & Complexity Icons...

Summer English Program 2019

Brad Russell, Guest Lecturer
Describe What You See...

With a partner, describe the image as specifically as possible *(How many different ways can you describe it?)*:
Describe What You See...

With a partner, describe the image in as many different ways as possible:

1) There are three geometric shapes that have black centers and white outlines on a blue background.

2) They are arranged in a horizontal pattern.
3) One is a circle, one is a triangle, and the other is a square.

4) They are approximately the same size.

5) The triangle appears to be in front because it covers parts of the circle and the square.

6) The triangle is pointing downward with its flat base on top.

7) There is a dotted white line connecting all three shapes across their midpoints.
Describe What You See...

1. Diagram of a roof
2. Two arrows pointing down
3. Pillar-like structure
4. Two arrows pointing up
5. Diamond shape
6. Flower
7. Mouth
8. Arrow pointing up
9. Graph chart
10. Two vertical bars
11. Three question marks
12. Four arrows pointing up
13. Circular network
14. Circular arrow
15. Eyeglasses
16. Stacked boxes
## Elicit Vocabulary...

<table>
<thead>
<tr>
<th><strong>SHAPES</strong> (Nouns)</th>
<th><strong>LINES</strong> (Adjectives)</th>
<th><strong>OTHER</strong> (Nouns)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a circle</td>
<td>straight</td>
<td>an arrow</td>
</tr>
<tr>
<td>a triangle</td>
<td>curved</td>
<td>a question mark</td>
</tr>
<tr>
<td>a square</td>
<td>horizontal</td>
<td>a pair of glasses</td>
</tr>
<tr>
<td>a rectangle</td>
<td>vertical</td>
<td>a grid</td>
</tr>
<tr>
<td>an oval</td>
<td>diagonal</td>
<td>a tree diagram</td>
</tr>
<tr>
<td>a semi-circle</td>
<td>jagged</td>
<td></td>
</tr>
<tr>
<td>a diamond</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Describe What You See...

3

6

9

12

13

16
Describe What You Think…

With a partner, describe what each word/phrase means to you:

- **Origin**
- **Language of the Discipline**
- **Details**
- **Patterns**
- **Rules**
- **Contribution**
- **Unanswered Questions**
- **Trends**
- **Convergence**
- **Big Idea**
- **Parallel**
- **Across the Disciplines**
- **Change Over Time**
- **Paradox**
- **Multiple Perspectives**
- **Ethics**
Match Image & Word

With a partner, discuss which image goes with each word/phrase.

Be prepared to justify (explain) your choices.
With a partner, discuss what vocabulary ELL students must know to participate effectively in these activities.
Necessary Language

Language Needed:

- Numbers
- Colors
- Shapes
- Prepositions of Place

There is / There are

“I think ___ because ___”

“The picture looks like ___”
Necessary Language

Language Needed:
These words and phrases are more complex, but...
Cognates (English/Spanish)

- ethics/ética
- origin/origen
- patterns/patrones

- language of the discipline/lenguaje de la disciplina
  (vocabulary/vocabulario)

- big idea/la gran idea
- details/detalles

- paradox/paradoja
- parallel/paralela

- rules/reglas
- contribution/contribución

- trends/tendencias
- convergence/convergencia
Translanguaging

We **negotiate** the meaning of each term/phrase as a *cohesive learning community* through all means at our disposal:

*Dictionary*

*Language Buddies*

*Online Translation Tools (cell phones)*

*Examples & Non-examples*
Media & Advertising

How I applied the Depth & Complexity Icons...
Mass media is a significant force in modern culture, particularly in America. Sociologists refer to this as a mediated culture where media reflects and creates the culture.

Communities and individuals are bombarded constantly with messages from a multitude of sources including TV, billboards, and magazines, to name a few. These messages promote not only products, but moods, attitudes, and a sense of what is and is not important.
1. How do you tell the difference between “fact” and “opinion”? 

2. Do you agree or disagree:

   • Mass media is a significant force in modern culture.

   • Communities and individuals are bombarded constantly with messages from a multitude of sources including TV, billboards, and magazines, to name a few. These messages promote not only products, but moods, attitudes, and a sense of what is and is not important.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you buy specific products because of advertising?</td>
<td>How persuasive do you think advertising is?</td>
</tr>
<tr>
<td>Does it give status to wear particular name brands?</td>
<td>How easy is it to influence children with advertising?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Discussion: Groups 2 & 6

Should advertisers be allowed to advertise to children? Why or why not?

What are the harmful effects of advertising?

Can advertising be a force for “good”? How? When?

Should alcohol or tobacco companies be allowed to advertise? Why or why not?
### Discussion: Groups 3 & 7

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the most memorable advertisement you’ve seen?</td>
<td></td>
</tr>
<tr>
<td>What do you think about celebrity endorsements?</td>
<td></td>
</tr>
<tr>
<td>Should advertising be allowed to interrupt TV &amp; radio programs?</td>
<td></td>
</tr>
<tr>
<td>Does advertising influence the choices your family/friends make?</td>
<td></td>
</tr>
</tbody>
</table>
Discussion: Groups 4 & 8

What is the most memorable advertisement you’ve seen? 

Is it necessary to advertise? 
Why or why not?

Why do companies spend so much money on advertising? 

What is the most advertised product in your country?
The Big Ideas

With your group, discuss each of the questions.

Based on your set of questions, what is the big idea?
The Big Ideas

Groups 1 & 5
How much **power/influence** does advertising have?

Groups 2 & 6
What are the **ethics** related to advertising?

Groups 3 & 7
What is the **cultural impact** of advertising?

Groups 4 & 8
What is the **purpose** of advertising?
The Arts
Language of the Discipline

- Vocabulary
- Concepts
- Terminology
- Terms, Signs, Symbols
- Characteristics
- Styles
- Categories
What are “the Arts”?

Art
(painting, drawing, sculpture, calligraphy...)

Music
(classical, pop, hip-hop, jazz, opera, country...)

Theater
(plays, musicals, opera, drama, comedy...)

Dance
(ballet, modern, square-dancing, folk, hip-hop...)

Literature
(novels, plays, poetry...)

Language of the Discipline
Multiple Perspectives

Different Points of View
Opinions
Views of Good & Bad
Interpretation
Perspectives of Experts
Ways of Seeing and Reporting things
Affected by Roles and Responsibilities
What is the purpose of the arts in a technological world?
Discussion Questions

- Parallel
- Trends
- Compare books, songs and video games
- Paradox
- Ethics
Parallel – Groups 1 & 5

Similarities
Compare & Contrast
Matching
Repetition of Features
Attributes
Judge
Support with Evidence
Trends – Groups 2 & 6

- Changes Over Time
- General Directions
- Increasing / Decreasing
- Staying about the Same
- Tendencies
- Identify Relationships
- Data / Measurable
Paradox – Groups 3 & 7

contradictions
opposites
dilemma
illogicality
juxtaposition
inconsistencies
relevant vs. irrelevant
Ethics – Groups 4 & 8

Controversies
Dilemmas
Bias
Prejudice
Decision-making
Principles of “Right” Behavior
Set or Theory of Moral Values
Philosophy
Our Discussion

Comparing books, songs, video games

*print books, e-books, audio books, etc.*

*song genres: pop/rock, country, etc.*

*video games: story, imagery, challenge, etc.*
Discussion Questions

- Parallel
- Trends
- Paradox
- Ethics

Compare books, songs and video games
Leisure Time...
Trends & Patterns

Talk with at least five (5) of your classmates. Identify trends or patterns in their answers.
Work with other students with the same conversation questions (1, 2, 3, 4, 5, or 6)

Can your group identify any trends or patterns in your classmates’ answers?

Present your findings to the class...
Questions: Group 1

1. How much free time do you have during the week? Is it enough?
2. Do you think most people have too much free time? Why?
3. What do you like to read during your free time?
4. What do you hate to do in your free time? Why?
Questions: Group 2

5. Is having too much free time a bad thing? Why/Why not?

6. Should students study less so they can have more free time? Why? / Why not?

7. What did you do for fun last weekend?

8. When was the last time you went “window shopping”? Where did you go?
9. How much free time do you have today? Is it enough?
10. Do people have more or less free time than 100 years ago? Why?
11. Why is having no free time a bad thing?
12. What is your favorite hobby? Why?
13. Should people work less so they can have more free time? Why? / Why not?

14. What do you plan to do for fun next weekend?

15. When was the last time you went to a movie theater? What movie did you watch?

16. Do you think sleeping is a good way to spend your free time? Why? / Why not?
17. What exercise do you like to do in your free time? Why?
18. Do you ever study or practice English in your free time? Why? / Why not?
19. What do you like to watch on TV in your free time?
20. How many hours a day do you usually go on-line? What’s your favorite website?
Questions: Group 6

21. What is an activity you used to do during your free time that you don’t do anymore? Why?

22. Is “doing nothing” a good way to use your free time? Why / Why not?

23. Do your friends like the same free time activities you do? Is this why you are friends? Explain.

24. Do you and your family like the same free time activities? Do you think these interests have anything to do with heredity?
Collecting Data...

Work with other students with the same conversation questions (1, 2, 3, 4, 5, or 6)

Can your group identify any trends or patterns in your classmates’ answers?

Present to the class...
The Language of Trends/Patterns

10%/50%/90% of the students ...
A majority of / half of / a few of / no one ...

(elicit other ways of expressing these ideas...)
In Closing...

Brad Russell
russellb@mapleton.us
303-853-1905