

Differentiating the Curriculum: Using an Integrated, Interdisciplinary, Thematic Approach

During this five day workshop you will author a curriculum unit that will become a part of Curriculum Design On-Line, an internet-based reference library of curriculum units. Curriculum Design On-Line makes curriculum units accessible to teaching professionals throughout the world.

How will your curriculum unit be catalogued on the database? Teaching professionals are able to search the database by subject, grade level, or title. It is important to have the following information so that your unit can be categorized correctly.

Our curriculum unit is written for grade levels _____

Please list 5 keywords that would help identify your unit during the search process.

- 1.
- 2.
- 3.
- 4.
- 5.

Please list 5 thematic concepts that would help identify your unit during the search process.

- 1.
- 2.
- 3.
- 4.
- 5.

This template is to be downloaded from www.rogertaylor.com. It is a Word document to allow for editing.

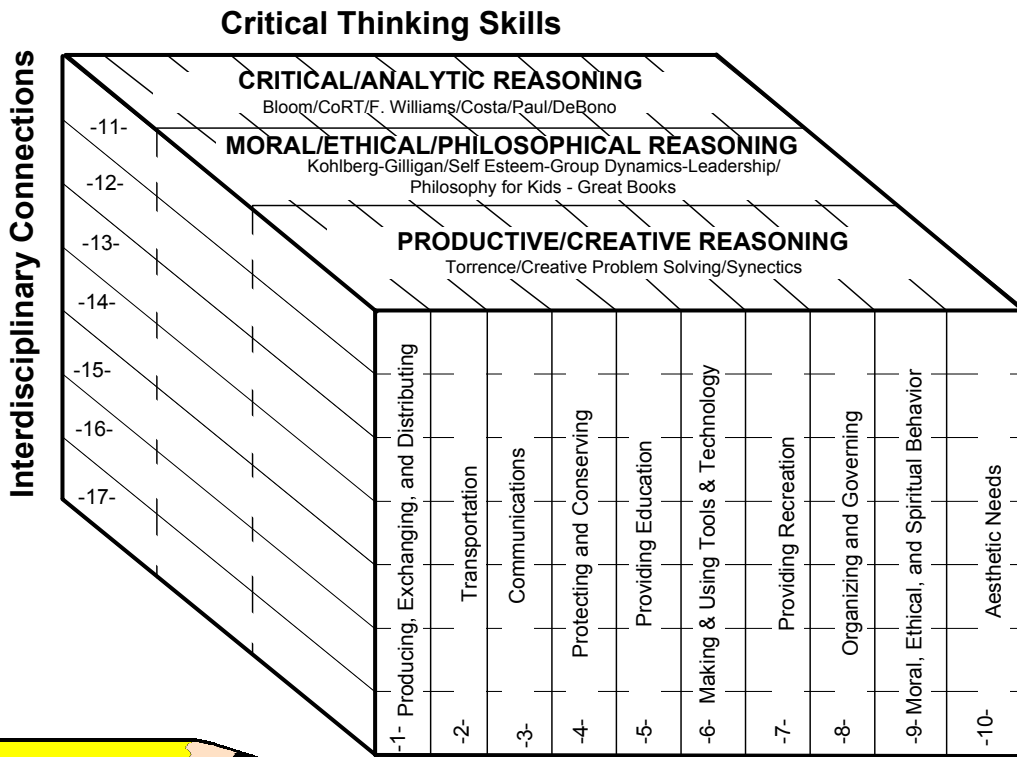
Unit Title

Cultural Literacy / Contemporary Scope & Sequence

Academic Thematic Subtitle

An Integrated, Interdisciplinary, Thematic, Standards-based Unit on _____

Grade Level(s) _____



Analyzing Human Activities: AHA!

Curriculum Writing Team: Assignments (please list Name, Address, & Phone Number)

1. Team Leader / Task Master:
2. Cultural Literacy:
3. Products and Examples:
4. Standards alignment / Portfolio assessment:
5. Film, Dance, Art (front cover & "AHA" cube):
6. Resource Management / Bibliography:
7. Multiple Intelligences / Differentiation:
8. Team Cheerleader / Peer Counselor:

Workshop Location:	Date:
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AHA!

I-SEARCH INDEPENDENT RESEARCH PROJECTS FOR GIFTED AND TALENTED STUDENTS: PROJECT BASED LEARNING FOR MULTIPLE INTELLIGENCES

State each research project with an **investigative focus** and a **"hands-on" product** to show research outcome.

(If writing curriculum for **inclusion**, design one I-Search project for **Gifted and Talented** learners **and** a concrete operational project for **special learners or Students on IEPs**.)

1. **PARADOXES:**
Common notion not necessarily true in fact.
Self-contradictory statement or observation.

2. **ATTRIBUTES:**
Inherent properties.
Conventional symbols or identities.
Ascribing qualities

3. **ANALOGIES:**
Situations of likeness.
Similarities between things.
Comparing one thing to another.

4. **DISCREPANCIES:**
Gaps of limitations in knowledge.
Missing links in information.
What is not known.

5. **PROVOCATIVE QUESTIONS:**
Inquiry to bring forth meaning.
Incite knowledge exploration.
Summons to discovering new knowledge.

6. **EXAMPLES OF CHANGE:**
Demonstrate the dynamics of things.
Provide opportunities for making alterations, modifications, or substitutions.

7. **EXAMPLES OF HABIT:**
Effects of habit-bound thinking.
Building sensitivity against rigidity in ideas and well-tried ways.

8. **ORGANIZED RANDOM SEARCH:**
Use familiar structure to go at random to build another structure.
An example from which new approaches occur at random.

PRODUCTS

Oral Defense
Oral Report
Painting Pamphlet
Pantomime
Papier Mache
Petition
Photo Essay
Pictures
Picture Story for Children
Plaster of Paris Model
Play
Poetry
Political Cartoon
Pop-Up Book
Postage Stamp, Commemoratives
Press Conference
Project Cube
Prototype
Puppet
Puppet Show
Puzzle
Rap
Radio Program
Rebus Story
Recipe
Riddle
Role Play
Science Fiction Story
Sculpture
Skit
Slide Show
Slogan
Soliloquy
Song
Sound
Story Telling-Tall Tales
Survey
Tapes-Audio-Video
Television Program
Timeline
Transparencies
Travel Brochure
Venn Diagram
Web Home Page
Working Hypothesis
Write a new law
Video Film

Advertisement
Animated Movie
Annotated
Bibliography

Painting Pamphlet
Pantomime
Papier Mache
Petition

9. **SKILLS OF SEARCH:**
Search for ways something has been done before (historical search).
Search for the current status of something (descriptive search).
Set up an experimental situation and search for what happens (experimental search).

10. **TOLERANCE FOR AMBIGUITY:**
Provide situations which puzzle, intrigue, or challenge thinking.
Pose open-ended situations which do not force closure.

11. **INTUITIVE EXPRESSION:**
Feel about things through all the senses.
Skill of expressing emotion.
Be sensitive to inward hunches or nudges.

12. **ADJUSTMENT TO DEVELOPMENT:**
Learn from mistakes or failures.
Develop from rather than adjust to something.
Develop many options or possibilities.

13. **STUDY CREATIVE PEOPLE AND PROCESS:**
Analyze traits of eminently creative people.
Study processes which lead to problem solving, invention, incubation, and insight.

14. **EVALUATE SITUATIONS:**
Decide upon possibilities by their consequences and implications.

15. **CREATIVE READING SKILL:**
Develop a mind-set for using information that is read.
Learn the skill of generating ideas by reading.

16. **CREATIVE LISTENING SKILL:**
Learn the skill of generating ideas by listening.
Listen for information allowing one thing to lead to another.

17. **CREATIVE WRITING SKILL:**
Learn the skill of communicating ideas in writing.
Learn the skill of generating ideas through writing.

18. **VISUALIZATION SKILL:**
Express ideas in visual forms.
Illustrate thoughts and feelings.
Describe experiences through illustrations.

STATE STANDARD # _____ STUDENTS WILL BE ABLE TO _____.

ESSENTIAL QUESTION: How does the Universal Theme of **Producing, Exchanging and Distributing** create mastery learning of essential concepts in this unit? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION:

1. **PRODUCING, EXCHANGING, AND DISTRIBUTING** [ECONOMICS]

Textbook or Database:

KNOWLEDGE:

Defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states.

(Include ANCHORING ACTIVITY / ANTICIPATORY SET, at least 2 “for examples”)

Anchoring Activity / Anticipatory Set:

Students will:

Short Term Formative Assessment / RtI:

COMPREHENSION:

Converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes. **(Include “for examples”)**

Practice / Home Work:

Short-term Cumulative Assessment / Diagnostic RtI:

APPLICATION:

Changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses. **(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)**

Anchoring Activity / Anticipatory Set:

Students will create a (class / team product):

Formative Assessment / Rubric for Product:

Multicultural and/or ESL and/or Bilingual Link:

Mathematics/Science Link and/or Humanities Link:

School-to-Career/Tech Prep Link:

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Paradoxes, Attributes, Analogies, Discrepancies, Provocative Questions, Examples of Change, Examples of Habit, Organized Random Search, Skills of Search, Tolerance for Ambiguity, Intuitive Expression, Adjustment to Development, Study Creative People and Process, Evaluate Situations, Creative Reading Skill, Creative Listening Skill, Creative Writing Skill, Visualization Skill

(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)

Anchoring Activity / Anticipatory Set:

Students will:

Class/team/individual product:

Summative Assessment:

INDIVIDUAL JOURNAL ASSIGNMENT:

HOMELINK:

STATE STANDARD # _____ STUDENTS WILL BE ABLE TO _____.

ESSENTIAL QUESTION: How does the Universal Theme of **Transportation** create mastery learning of essential concepts in this unit? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION:

2. TRANSPORTATION

Textbook or Database:

KNOWLEDGE:

Defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states.

(Include ANCHORING ACTIVITY / ANTICIPATORY SET, at least 2 “for examples”)

Anchoring Activity / Anticipatory Set:

Students will:

Short Term Formative Assessment / RtI:

COMPREHENSION:

Converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes. **(Include “for examples”)**

Practice / Home Work:

Short-term Cumulative Assessment / RtI:

APPLICATION:

Changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses. **(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)**

Anchoring Activity / Anticipatory Set:

Students will create a (class / team product):

Formative Assessment / Rubric for Product:

Multicultural and/or ESL and/or Bilingual Link:

Mathematics/Science Link and/or Humanities Link:

School-to-Career/Tech Prep Link:

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

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(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)

Anchoring Activity / Anticipatory Set:

Students will:

Class/team/individual product:

Summative Assessment:

INDIVIDUAL JOURNAL ASSIGNMENT:

HOMELINK:

STATE STANDARD # _____ STUDENTS WILL BE ABLE TO _____.

ESSENTIAL QUESTION: How does the Universal Theme of **Communications** create mastery learning of essential concepts in this unit? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION:

3. COMMUNICATIONS

Textbook or Database:

KNOWLEDGE:

Defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states.

(Include ANCHORING ACTIVITY / ANTICIPATORY SET, at least 2 “for examples”)

Anchoring Activity / Anticipatory Set:

Students will:

Short Term Formative Assessment / RtI:

COMPREHENSION:

Converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes. **(Include “for examples”)**

Practice / Home Work:

Short-term Cumulative Assessment / RtI:

APPLICATION:

Changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses. **(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)**

Anchoring Activity / Anticipatory Set:

Students will create a (class / team product):

Formative Assessment / Rubric for Product:

Multicultural and/or ESL and/or Bilingual Link:

Mathematics/Science Link and/or Humanities Link:

School-to-Career/Tech Prep Link:

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

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(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)

Anchoring Activity / Anticipatory Set:

Students will:

Class/team/individual product:

Summative Assessment:

INDIVIDUAL JOURNAL ASSIGNMENT:

HOMELINK:

STATE STANDARD # _____ STUDENTS WILL BE ABLE TO _____.

ESSENTIAL QUESTION: How does the Universal Theme of **Protecting and Conserving** create mastery learning of essential concepts in this unit? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION:

4. PROTECTING AND CONSERVING

Textbook or Database:

KNOWLEDGE:

Defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states.

(Include ANCHORING ACTIVITY / ANTICIPATORY SET, at least 2 “for examples”)

Anchoring Activity / Anticipatory Set:

Students will:

Short Term Formative Assessment / RtI:

COMPREHENSION:

Converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes. **(Include “for examples”)**

Practice / Home Work:

Short-term Cumulative Assessment / RtI:

APPLICATION:

Changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses. **(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)**

Anchoring Activity / Anticipatory Set:

Students will create a (class / team product):

Formative Assessment / Rubric for Product:

Multicultural and/or ESL and/or Bilingual Link:

Mathematics/Science Link and/or Humanities Link:

School-to-Career/Tech Prep Link:

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

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(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)

Anchoring Activity / Anticipatory Set:

Students will:

Class/team/individual product:

Summative Assessment:

INDIVIDUAL JOURNAL ASSIGNMENT:

HOMELINK:

STATE STANDARD # _____ STUDENTS WILL BE ABLE TO _____.

ESSENTIAL QUESTION: How does the Universal Theme of **Providing Education** create mastery learning of essential concepts in this unit? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION:

5. PROVIDING EDUCATION

Textbook or Database:

KNOWLEDGE:

Defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states.

(Include ANCHORING ACTIVITY / ANTICIPATORY SET, at least 2 “for examples”)

Anchoring Activity / Anticipatory Set:

Students will:

Short Term Formative Assessment / RtI:

COMPREHENSION:

Converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes. **(Include “for examples”)**

Practice / Home Work:

Short-term Cumulative Assessment / RtI:

APPLICATION:

Changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses. **(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)**

Anchoring Activity / Anticipatory Set:

Students will create a (class / team product):

Formative Assessment / Rubric for Product:

Multicultural and/or ESL and/or Bilingual Link:

Mathematics/Science Link and/or Humanities Link:

School-to-Career/Tech Prep Link:

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Paradoxes, Attributes, Analogies, Discrepancies, Provocative Questions, Examples of Change, Examples of Habit, Organized Random Search, Skills of Search, Tolerance for Ambiguity, Intuitive Expression, Adjustment to Development, Study Creative People and Process, Evaluate Situations, Creative Reading Skill, Creative Listening Skill, Creative Writing Skill, Visualization Skill

(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)

Anchoring Activity / Anticipatory Set:

Students will:

Class/team/individual product:

Summative Assessment:

INDIVIDUAL JOURNAL ASSIGNMENT:

HOMELINK:

STATE STANDARD # _____ STUDENTS WILL BE ABLE TO _____.

ESSENTIAL QUESTION: How does the Universal Theme of **Making and Using Tools and/or Technology** create mastery learning of essential concepts in this unit? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION:

6. MAKING AND USING TOOLS AND/OR TECHNOLOGY

Textbook or Database:

KNOWLEDGE:

Defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states.

(Include ANCHORING ACTIVITY / ANTICIPATORY SET, at least 2 “for examples”)

Anchoring Activity / Anticipatory Set:

Students will:

Short Term Formative Assessment / RtI:

COMPREHENSION:

Converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes. **(Include “for examples”)**

Practice / Home Work:

Short-term Cumulative Assessment / RtI:

APPLICATION:

Changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses. **(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)**

Anchoring Activity / Anticipatory Set:

Students will create a (class / team product):

Formative Assessment / Rubric for Product:

Multicultural and/or ESL and/or Bilingual Link:

Mathematics/Science Link and/or Humanities Link:

School-to-Career/Tech Prep Link:

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Paradoxes, Attributes, Analogies, Discrepancies, Provocative Questions, Examples of Change, Examples of Habit, Organized Random Search, Skills of Search, Tolerance for Ambiguity, Intuitive Expression, Adjustment to Development, Study Creative People and Process, Evaluate Situations, Creative Reading Skill, Creative Listening Skill, Creative Writing Skill, Visualization Skill

(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)

Anchoring Activity / Anticipatory Set:

Students will:

Class/team/individual product:

Summative Assessment:

INDIVIDUAL JOURNAL ASSIGNMENT:

HOMELINK:

STATE STANDARD # _____ STUDENTS WILL BE ABLE TO _____.

ESSENTIAL QUESTION: How does the Universal Theme of **Providing Recreation** create mastery learning of essential concepts in this unit? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION:

7. **PROVIDING RECREATION**

Textbook or Database:

KNOWLEDGE:

Defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states.

(Include ANCHORING ACTIVITY / ANTICIPATORY SET, at least 2 “for examples”)

Anchoring Activity / Anticipatory Set:

Students will:

Short Term Formative Assessment / RtI:

COMPREHENSION:

Converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes. **(Include “for examples”)**

Practice / Home Work:

Short-term Cumulative Assessment / RtI:

APPLICATION:

Changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses. **(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)**

Anchoring Activity / Anticipatory Set:

Students will create a (class / team product):

Formative Assessment / Rubric for Product:

Multicultural and/or ESL and/or Bilingual Link:

Mathematics/Science Link and/or Humanities Link:

School-to-Career/Tech Prep Link:

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Paradoxes, Attributes, Analogies, Discrepancies, Provocative Questions, Examples of Change, Examples of Habit, Organized Random Search, Skills of Search, Tolerance for Ambiguity, Intuitive Expression, Adjustment to Development, Study Creative People and Process, Evaluate Situations, Creative Reading Skill, Creative Listening Skill, Creative Writing Skill, Visualization Skill

(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)

Anchoring Activity / Anticipatory Set:

Students will:

Class/team/individual product:

Summative Assessment:

INDIVIDUAL JOURNAL ASSIGNMENT:

HOMELINK:

STATE STANDARD # _____ STUDENTS WILL BE ABLE TO _____.

ESSENTIAL QUESTION: How does the Universal Theme of **Organizing and Governing** create mastery learning of essential concepts in this unit? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION:

8. ORGANIZING AND GOVERNING

Textbook or Database:

KNOWLEDGE:

Defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states.

(Include ANCHORING ACTIVITY / ANTICIPATORY SET, at least 2 “for examples”)

Anchoring Activity / Anticipatory Set:

Students will:

Short Term Formative Assessment / RtI:

COMPREHENSION:

Converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes. **(Include “for examples”)**

Practice / Home Work:

Short-term Cumulative Assessment / RtI:

APPLICATION:

Changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses. **(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)**

Anchoring Activity / Anticipatory Set:

Students will create a (class / team product):

Formative Assessment / Rubric for Product:

Multicultural and/or ESL and/or Bilingual Link:

Mathematics/Science Link and/or Humanities Link:

School-to-Career/Tech Prep Link:

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Paradoxes, Attributes, Analogies, Discrepancies, Provocative Questions, Examples of Change, Examples of Habit, Organized Random Search, Skills of Search, Tolerance for Ambiguity, Intuitive Expression, Adjustment to Development, Study Creative People and Process, Evaluate Situations, Creative Reading Skill, Creative Listening Skill, Creative Writing Skill, Visualization Skill

(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)

Anchoring Activity / Anticipatory Set:

Students will:

Class/team/individual product:

Summative Assessment:

INDIVIDUAL JOURNAL ASSIGNMENT:

HOMELINK:

STATE STANDARD # _____ STUDENTS WILL BE ABLE TO _____.

ESSENTIAL QUESTION: How does the Universal Theme of **Moral, Ethical and Spiritual Behavior** create mastery learning of essential concepts in this unit? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION:

9. MORAL, ETHICAL AND SPIRITUAL BEHAVIOR

Textbook or Database:

KNOWLEDGE:

Defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states.

(Include ANCHORING ACTIVITY / ANTICIPATORY SET, at least 2 “for examples”)

Anchoring Activity / Anticipatory Set:

Students will:

Short Term Formative Assessment / RtI:

COMPREHENSION:

Converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes. **(Include “for examples”)**

Practice / Home Work:

Short-term Cumulative Assessment / RtI:

APPLICATION:

Changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses. **(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)**

Anchoring Activity / Anticipatory Set:

Students will create a (class / team product):

Formative Assessment / Rubric for Product:

Multicultural and/or ESL and/or Bilingual Link:

Mathematics/Science Link and/or Humanities Link:

School-to-Career/Tech Prep Link:

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Paradoxes, Attributes, Analogies, Discrepancies, Provocative Questions, Examples of Change, Examples of Habit, Organized Random Search, Skills of Search, Tolerance for Ambiguity, Intuitive Expression, Adjustment to Development, Study Creative People and Process, Evaluate Situations, Creative Reading Skill, Creative Listening Skill, Creative Writing Skill, Visualization Skill

(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)

Anchoring Activity / Anticipatory Set:

Students will:

Class/team/individual product:

Summative Assessment:

INDIVIDUAL JOURNAL ASSIGNMENT:

HOMELINK:

STATE STANDARD # _____ STUDENTS WILL BE ABLE TO _____.

ESSENTIAL QUESTION: How does the Universal Theme of Aesthetic Needs create mastery learning of essential concepts in this unit? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION:

10. AESTHETIC NEEDS

Textbook or Database:

KNOWLEDGE:

Defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states.
(Include ANCHORING ACTIVITY / ANTICIPATORY SET, at least 2 “for examples”)

Anchoring Activity / Anticipatory Set:

Students will:

Short Term Formative Assessment / RtI:

COMPREHENSION:

Converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes. **(Include “for examples”)**

Practice / Home Work:

Short-term Cumulative Assessment / RtI:

APPLICATION:

Changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses. **(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)**

Anchoring Activity / Anticipatory Set:

Students will create a (class / team product):

Formative Assessment / Rubric for Product:

Multicultural and/or ESL and/or Bilingual Link:

Mathematics/Science Link and/or Humanities Link:

School-to-Career/Tech Prep Link:

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Paradoxes, Attributes, Analogies, Discrepancies, Provocative Questions, Examples of Change, Examples of Habit, Organized Random Search, Skills of Search, Tolerance for Ambiguity, Intuitive Expression, Adjustment to Development, Study Creative People and Process, Evaluate Situations, Creative Reading Skill, Creative Listening Skill, Creative Writing Skill, Visualization Skill

(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)

Anchoring Activity / Anticipatory Set:

Students will:

Class/team/individual product:

Summative Assessment:

INDIVIDUAL JOURNAL ASSIGNMENT:

HOMELINK:

STATE STANDARD # _____ STUDENTS WILL BE ABLE TO _____.

ESSENTIAL QUESTION:

How does the discipline/sub-discipline of _____ relate to mastery learning of _____? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION:

11. _____
Textbook or Database:

KNOWLEDGE:

Defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states.

(Include ANCHORING ACTIVITY / ANTICIPATORY SET, at least 2 “for examples”)

Anchoring Activity / Anticipatory Set:

Students will:

Short Term Formative Assessment / RtI:

COMPREHENSION:

Converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes. **(Include “for examples”)**

Practice / Home Work:

Short-term Cumulative Assessment / RtI:

APPLICATION:

Changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses. **(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)**

Anchoring Activity / Anticipatory Set:

Students will create a (class / team product):

Formative Assessment / Rubric for Product:

Multicultural and/or ESL and/or Bilingual Link:

Mathematics/Science Link and/or Humanities Link:

School-to-Career/Tech Prep Link:

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Paradoxes, Attributes, Analogies, Discrepancies, Provocative Questions, Examples of Change, Examples of Habit, Organized Random Search, Skills of Search, Tolerance for Ambiguity, Intuitive Expression, Adjustment to Development, Study Creative People and Process, Evaluate Situations, Creative Reading Skill, Creative Listening Skill, Creative Writing Skill, Visualization Skill

(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)

Anchoring Activity / Anticipatory Set:

Students will:

Class/team/individual product:

Summative Assessment:

INDIVIDUAL JOURNAL ASSIGNMENT:

HOMELINK:

STATE STANDARD # _____ STUDENTS WILL BE ABLE TO _____.

ESSENTIAL QUESTION:

How does the discipline/sub-discipline of _____ relate to mastery learning of _____? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION:

12. _____

Textbook or Database:

KNOWLEDGE:

Defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states.

(Include ANCHORING ACTIVITY / ANTICIPATORY SET, at least 2 “for examples”)

Anchoring Activity / Anticipatory Set:

Students will:

Short Term Formative Assessment / RtI:

COMPREHENSION:

Converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes. **(Include “for examples”)**

Practice / Home Work:

Short-term Cumulative Assessment / RtI:

APPLICATION:

Changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses. **(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)**

Anchoring Activity / Anticipatory Set:

Students will create a (class / team product):

Formative Assessment / Rubric for Product:

Multicultural and/or ESL and/or Bilingual Link:

Mathematics/Science Link and/or Humanities Link:

School-to-Career/Tech Prep Link:

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Paradoxes, Attributes, Analogies, Discrepancies, Provocative Questions, Examples of Change, Examples of Habit, Organized Random Search, Skills of Search, Tolerance for Ambiguity, Intuitive Expression, Adjustment to Development, Study Creative People and Process, Evaluate Situations, Creative Reading Skill, Creative Listening Skill, Creative Writing Skill, Visualization Skill

(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)

Anchoring Activity / Anticipatory Set:

Students will:

Class/team/individual product:

Summative Assessment:

INDIVIDUAL JOURNAL ASSIGNMENT:

HOMELINK:

STATE STANDARD # _____ STUDENTS WILL BE ABLE TO _____.

ESSENTIAL QUESTION:

How does the discipline/sub-discipline of _____ relate to mastery learning of _____? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION:

13. _____
Textbook or Database:

KNOWLEDGE:

Defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states.
(Include ANCHORING ACTIVITY / ANTICIPATORY SET, at least 2 “for examples”)

Anchoring Activity / Anticipatory Set:

Students will:

Short Term Formative Assessment / RtI:

COMPREHENSION:

Converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes. **(Include “for examples”)**

Practice / Home Work:

Short-term Cumulative Assessment / RtI:

APPLICATION:

Changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses. **(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)**

Anchoring Activity / Anticipatory Set:

Students will create a (class / team product):

Formative Assessment / Rubric for Product:

Multicultural and/or ESL and/or Bilingual Link:

Mathematics/Science Link and/or Humanities Link:

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(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)

Anchoring Activity / Anticipatory Set:

Students will:

Class/team/individual product:

Summative Assessment:

INDIVIDUAL JOURNAL ASSIGNMENT:

HOMELINK:

STATE STANDARD # _____ STUDENTS WILL BE ABLE TO _____.

ESSENTIAL QUESTION:

How does the discipline/sub-discipline of _____ relate to mastery learning of _____? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION:

14. _____
Textbook or Database:

KNOWLEDGE:

Defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states.
(Include ANCHORING ACTIVITY / ANTICIPATORY SET, at least 2 “for examples”)

Anchoring Activity / Anticipatory Set:

Students will:

Short Term Formative Assessment / RtI:

COMPREHENSION:

Converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes. **(Include “for examples”)**

Practice / Home Work:

Short-term Cumulative Assessment / RtI:

APPLICATION:

Changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses. **(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)**

Anchoring Activity / Anticipatory Set:

Students will create a (class / team product):

Formative Assessment / Rubric for Product:

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HIGHER ORDER THINKING SKILLS (H.O.T.S.):

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(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)

Anchoring Activity / Anticipatory Set:

Students will:

Class/team/individual product:

Summative Assessment:

INDIVIDUAL JOURNAL ASSIGNMENT:

HOMELINK:

STATE STANDARD # _____ STUDENTS WILL BE ABLE TO _____.

ESSENTIAL QUESTION:

How does the discipline/sub-discipline of _____ relate to mastery learning of _____? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION:

15. _____
Textbook or Database:

KNOWLEDGE:

Defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states.
(Include ANCHORING ACTIVITY / ANTICIPATORY SET, at least 2 “for examples”)

Anchoring Activity / Anticipatory Set:

Students will:

Short Term Formative Assessment / RtI:

COMPREHENSION:

Converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes. **(Include “for examples”)**

Practice / Home Work:

Short-term Cumulative Assessment / RtI:

APPLICATION:

Changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses. **(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)**

Anchoring Activity / Anticipatory Set:

Students will create a (class / team product):

Formative Assessment / Rubric for Product:

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Mathematics/Science Link and/or Humanities Link:

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(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)

Anchoring Activity / Anticipatory Set:

Students will:

Class/team/individual product:

Summative Assessment:

INDIVIDUAL JOURNAL ASSIGNMENT:

HOMELINK:

STATE STANDARD # _____ STUDENTS WILL BE ABLE TO _____.

ESSENTIAL QUESTION:

How does the discipline/sub-discipline of _____ relate to mastery learning of _____? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION:

16. _____
Textbook or Database:

KNOWLEDGE:

Defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states.
(Include ANCHORING ACTIVITY / ANTICIPATORY SET, at least 2 “for examples”)

Anchoring Activity / Anticipatory Set:

Students will:

Short Term Formative Assessment / RtI:

COMPREHENSION:

Converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes. **(Include “for examples”)**

Practice / Home Work:

Short-term Cumulative Assessment / RtI:

APPLICATION:

Changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses. **(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)**

Anchoring Activity / Anticipatory Set:

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(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)

Anchoring Activity / Anticipatory Set:

Students will:

Class/team/individual product:

Summative Assessment:

INDIVIDUAL JOURNAL ASSIGNMENT:

HOMELINK:

STATE STANDARD # _____ STUDENTS WILL BE ABLE TO _____.

ESSENTIAL QUESTION:

How does the discipline/sub-discipline of _____ relate to mastery learning of _____? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION:

17. _____
Textbook or Database:

KNOWLEDGE:

Defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states.
(Include **ANCHORING ACTIVITY / ANTICIPATORY SET**, at least 2 “for examples”)

Anchoring Activity / Anticipatory Set:

Students will:

Short Term Formative Assessment / RtI:

COMPREHENSION:

Converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes. (Include “for examples”)

Practice / Home Work:

Short-term Cumulative Assessment / RtI:

APPLICATION:

Changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses. (Include **ANCHORING ACTIVITY / ANTICIPATORY SET**, and at least one **IN-CLASS TEAM PRODUCT**)

Anchoring Activity / Anticipatory Set:

Students will create a (class / team product):

Formative Assessment / Rubric for Product:

Multicultural and/or ESL and/or Bilingual Link:

Mathematics/Science Link and/or Humanities Link:

School-to-Career/Tech Prep Link:

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Paradoxes, Attributes, Analogies, Discrepancies, Provocative Questions, Examples of Change, Examples of Habit, Organized Random Search, Skills of Search, Tolerance for Ambiguity, Intuitive Expression, Adjustment to Development, Study Creative People and Process, Evaluate Situations, Creative Reading Skill, Creative Listening Skill, Creative Writing Skill, Visualization Skill

(Include **ANCHORING ACTIVITY / ANTICIPATORY SET**, and at least one **IN-CLASS TEAM PRODUCT**)

Anchoring Activity / Anticipatory Set:

Students will:

Class/team/individual product:

Summative Assessment:

INDIVIDUAL JOURNAL ASSIGNMENT:

HOMELINK:

**MORAL / ETHICAL / SPIRITUAL
REASONING AND DILEMMAS
FOR CHARACTER EDUCATION**

TEN ETHICAL DILEMMAS

(Must be set in context of unit, but must also relate to the lives of today's students)

STATE STANDARD # _____.

ESSENTIAL QUESTION: How does the content of this unit reflect **character education** through Moral and Ethical dilemmas?

1. **Producing, Exchanging, and Distributing** [Economics]

ESSENTIAL QUESTION: How does the **Human Activity** of **Producing, Exchanging and Distributing** create moral/ethical dilemmas?

DILEMMA:

2. **Transportation**

ESSENTIAL QUESTION: How does the **Human Activity** of **Transportation** create moral/ethical dilemmas?

DILEMMA:

3. **Communications**

ESSENTIAL QUESTION: How does the **Human Activity** of **Communications** create moral/ethical dilemmas?

DILEMMA:

4. **Protecting and Conserving**

ESSENTIAL QUESTION: How does the **Human Activity** of **Protecting and Conserving** create moral/ethical dilemmas?

DILEMMA:

5. **Providing Education**

ESSENTIAL QUESTION: How does the **Human Activity** of **Providing Education** create moral/ethical dilemmas?

DILEMMA:

6. **Making and Using Tools and/or Technology**

ESSENTIAL QUESTION: How does the **Human Activity** of **Making and Using Tools and/or Technology** create moral/ethical dilemmas?

DILEMMA:

7. **Providing Recreation**

ESSENTIAL QUESTION: How does the **Human Activity** of **Providing Recreation** create moral/ethical dilemmas?

DILEMMA:

8. **Organizing and Governing**

ESSENTIAL QUESTION: How does the **Human Activity** of **Organizing and Governing** create moral/ethical dilemmas?

DILEMMA:

9. **Moral, Ethical and Spiritual Behavior**

ESSENTIAL QUESTION: How does the **Human Activity** of **Moral, Ethical and Spiritual Behavior** create moral/ethical dilemmas?

DILEMMA:

10. **Aesthetic Needs**

ESSENTIAL QUESTION: How does the **Human Activity** of **Aesthetic Needs** create moral/ethical dilemmas?

DILEMMA:

<p style="text-align: center;">PRODUCTIVE THINKING SKILLS DIVERGENT / CREATIVE THINKING</p>

1. **BRAINSTORM MODEL**

A. BRAINSTORM ALL OF THE _____.

AHA #1:

- AHA #2:
- AHA #3:
- AHA #4:
- AHA #5:
- AHA #6:
- AHA #7:

B. BRAINSTORM AS MANY _____ AS YOU CAN THINK OF.

- AHA #8:
- AHA #9:
- AHA #10:
- AHA #11:
- AHA #12:
- AHA #13:
- AHA #14:

C. HOW MANY WAYS CAN YOU COME UP WITH TO _____?

- AHA #15:
- AHA #16:
- AHA #17:
- Random Brainstorm:
- Random Brainstorm:
- Random Brainstorm:
- Random Brainstorm:

2. **VIEWPOINT MODEL (Human or Animate) USE CULTURAL LITERACY TERMS**

A. HOW WOULD _____ LOOK TO A(N) _____?

- AHA #1:
- AHA #2:
- AHA #3:
- AHA #4:
- AHA #5:
- AHA #6:
- AHA #7:
- AHA #8:

B. WHAT WOULD A _____ MEAN FROM THE VIEWPOINT OF A(N) _____?

- AHA #9:
- AHA #10:
- AHA #11:
- AHA #12:
- AHA #13:
- AHA #14:
- AHA #15:
- AHA #16:
- AHA #17:

C. HOW WOULD _____ VIEW THIS?

(Use one person from history here)

- 1:
- 2:
- 3:
- 4:
- 5:
- 6:

3. **INVOLVEMENT MODEL (Personification / Inanimate object brought to life)**

A. HOW WOULD YOU FEEL IF YOU WERE _____?

AHA #1:

AHA #2:

AHA #3:

AHA #4:

AHA #5:

AHA #6:

AHA #7:

B. IF YOU WERE A _____, WHAT WOULD YOU (SEE, TASTE, SMELL, FEEL, etc.)?

AHA #8:

AHA #9:

AHA #10:

AHA #11:

AHA #12:

AHA #13:

AHA #14:

C. YOU ARE A _____. DESCRIBE HOW IT FEELS.

AHA #15:

AHA #16:

AHA #17:

Random Involvement / Personification:

Random Involvement / Personification:

Random Involvement / Personification:

Random Involvement / Personification:

4. **CONSCIOUS SELF-DECEIT MODEL**

A. SUPPOSE _____. WHAT _____.

AHA #1:

AHA #2:

AHA #3:

AHA #4:

AHA #5:

AHA #6:

AHA #7:

AHA #8:

AHA #9:

B. YOU CAN _____. WHAT _____?

AHA #10:

AHA #11:

AHA #12:

AHA #13:

AHA #14:

AHA #15:

AHA #16:

AHA #17:

Random:

Random:

Random:

Random:

5. **FORCED ASSOCIATION MODEL** **USE CULTURAL LITERACY TERMS HERE**

A. HOW IS _____ LIKE _____?

AHA #1:

AHA #2:

AHA #3:

AHA #4:

AHA #5:

AHA #6:

AHA #7:

B. GET IDEAS FROM _____ TO IMPROVE _____.

AHA #8:

AHA #9:

AHA #10:

AHA #11:

AHA #12:

AHA #13:

AHA #14:

C. I ONLY KNOW ABOUT _____. EXPLAIN _____ TO ME.

AHA #15:

AHA #16:

AHA #17:

Random:

Random:

Random:

Random:

6. **REORGANIZATION / SYNECTICS MODEL**

A. WHAT WOULD HAPPEN IF _____?

AHA #1:

AHA #2:

AHA #3:

AHA #4:

AHA #5:

AHA #6:

AHA #7:

B. SUPPOSE _____ (HAPPENED) WHAT WOULD BE THE CONSEQUENCES?

AHA #8:

AHA #9:

AHA #10:

AHA #11:

AHA #12:

AHA #13:

AHA #14:

C. WHAT WOULD HAPPEN IF THERE WERE NO _____?

AHA #15:

AHA #16:

AHA #17:

Random:

Random:

Random:

Random:

CULTURAL LITERACY

Students must meaningfully use these terms to: (1) spell correctly, (2) use correctly in a sentence, and (3) use a metaphor. Use E.D. Hirsch's, The Core Knowledge Series (i.e. *What Your Third Grader Needs to Know*), your textbooks and especially Hirsch's New Dictionary of Cultural Literacy.

1. **Dates:**

2. **Names:**

3. **Proper Names:**

4. **Ideas:**

5. **Phrases**

RESOURCES

I. **BIBLIOGRAPHY – Teacher / Professional Books and Resources (at least 6)**

II. **BIBLIOGRAPHY – Student Books on loan from Media Center for classroom use as anticipatory sets, to read in class and / or to be used as I-Search Projects (at least 20)**

III. **Educational Films / Videos (at least 10)**

IV. **Commercial Films / Videos (at least 30)**

V. **Literature / Language Arts (on reserve in Media Center for interest reading)**

Fiction (at least 20)

Non-Fiction (at least 20)

VI. **Poetry** (at least 10)

VII. **Drama** (Stage Productions) (at least 4)

VIII. **Art Works** (at least 10)

IX. **Music** (at least 20)

X. **Resource People / Mentors**

XI. **Field Trips**

XII. **Other Material** (CD-ROM, Laser Disc, Internet sites, etc.) (at least 25)