Differentiating the Curriculum: Using an Integrated, Interdisciplinary, Thematic, Standards-based 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.
Unit Title
Cultural Literacy / Contemporary Scope & Sequence

Academic Thematic Subtitle
An Integrated, Interdisciplinary, Thematic, Standards-based Unit on

Critical Thinking Skills

Critical/Analytic Reasoning
Bloom/CoRT/E. Williams/Costa/Paul/DeBono

Moral/Ethical/Philosophical Reasoning
Kohlberg/Gilligan/Self Esteem-Group Dynamics-Leadership/Philosophy for Kids - Great Books

Productive/Creative Reasoning
Torrence/Creative Problem Solving/Synectics

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:
AHA!
INTERDISCIPLINARY / INTEGRATED THEMATIC
UNIT WRITING PLAN

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OVERVIEW

I. CONTENT: (Why is this unit important? What are the essential concepts in this unit?)

II. PROCESS: (How are the thinking skills developed?)

III. PRODUCT: (What will kids do/know as a result of this unit?)

Unit Overview: Alignment with National / State / District Pupil Performance Standards

Overarching Benchmarks / Standards / Goals for COMPLETE unit of study:

Benchmark 1:
Standard A:
Standard B:

Benchmark 2:
Standard A:
Standard B:

Benchmark 3:
Standard A:
Standard B:

Benchmark 4:
Standard A:
Standard B:
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.

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.

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**PRODUCTS**

A Dance/A Letter/ A Lesson
Advertisement
Animated Movie
Annotated Bibliography
Art Gallery
Block Picture Story
Bulletin Board
Bumper Sticker
Chart
Choral Reading
Clay Sculpture
Code
Collage
Collection
Comic Strip
Computer Program
Costumes
Crossword Puzzle
Database
Debate
Demonstration
Detailed Illustration
Diorama
Diary
Display
Edibles
Editorial Essay
Etching
Experiment
Fact Tile
Fairy Tale
Family Tree
Fiction Story
Film
Filmstrip
Flip Book
Game
Graph
Hidden Picture
Illustrated Story
Interview
Jingle
Joke Book
Journal
Labeled Diagram
Large Scale
Drawing
Learning Center
Letter to the Editor
Map with Legend
Mazes
Mural
Museum Exhibit
Musical Instruments
Needlework
Newspaper Story
Non-Fiction

Oral Defense
Oral Report
Painting Pamphlet
Pantomime
Papier Mache
Petition
Photo Essay
Pictures
Picture Story for Children
Plaster of Paris Model
Project Cube
Press Conference
Prototype
Postal Stamp
Commemoratives
Press Conference
Program
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
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.

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:

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

   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):

   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.):
   Breaks down, diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, selects, separates, subdivides, categorizes, combines, compiles, composes, creates, devides, assigns, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes, appraises, compares, concludes, contrasts, criticizes, describes, explains, justifies, interprets, supports. (Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)
Anchoring Activity / Anticipatory Set:

Students will:

Class/team/individual product:

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.

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:

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

   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):

   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.):
   Breaks down, diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, selects, separates, subdivides, categorizes, combines, compiles, composes, creates, devises, assigns, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes, appraises, compares, concludes,
contrasts, criticizes, describes, explains, justifies, interprets, supports.  (Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)

Anchoring Activity / Anticipatory Set:

Students will:

Class/team/individual product:

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.

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:

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

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):

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.):
Breaks down, diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, selects, separates, subdivides, categorizes, combines, compiles, composes, creates, devises, assigns, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes, appraises, compares, concludes, contrasts, criticizes, describes, explains, justifies, interprets, supports. **(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)**

**Anchoring Activity / Anticipatory Set:**

Students will:

**Class/team/individual product:**

**INDIVIDUAL JOURNAL ASSIGNMENT:**

**HOMELINK:**

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**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.

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:

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

   **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):

   **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.):
Breaks down, diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, selects, separates, subdivides, categorizes, combines, compiles, composes, creates, devises, assigns, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes, appraises, compares, concludes, contrasts, criticizes, describes, explains, justifies, interprets, supports. *(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)*

Anchoring Activity / Anticipatory Set:

Students will:

Class/team/individual product:

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.

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:

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

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):
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.):
Breaks down, diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, selects, separates, subdivides, categorizes, combines, compiles, composes, creates, devises, assigns, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes, appraises, compares, concludes, contrasts, criticizes, describes, explains, justifies, interprets, supports. (Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)

Anchoring Activity / Anticipatory Set:

Students will:

Class/team/individual product:

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.

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:

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

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):

**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.):**
Breaks down, diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, selects, separates, subdivides, categorizes, combines, compiles, composes, creates, devises, assigns, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes, appraises, compares, concludes, contrasts, criticizes, describes, explains, justifies, interprets, supports.  *(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)*

**Anchoring Activity / Anticipatory Set:**

**Students will:**

**Class/team/individual product:**

**INDIVIDUAL JOURNAL ASSIGNMENT:**

**HOMELINK:**

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**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.

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:**

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

**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):

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.):
Breaks down, diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, selects, separates, subdivides, categorizes, combines, compiles, composes, creates, devises, assigns, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes, appraises, compares, concludes, contrasts, criticizes, describes, explains, justifies, interprets, supports. (Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)

Anchoring Activity / Anticipatory Set:

Students will:

Class/team/individual product:

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.

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:

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

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):

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.):
Breaks down, diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, selects, separates, subdivides, categorizes, combines, compiles, composes, creates, devises, assigns, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes, appraises, compares, concludes, contrasts, criticizes, describes, explains, justifies, interprets, supports.  (Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)

Anchoring Activity / Anticipatory Set:
Students will:
Class/team/individual product:

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.

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:

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

**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):

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.):**
Breaks down, diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, selects, separates, subdivides, categorizes, combines, compiles, composes, creates, devises, assigns, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes, appraises, compares, concludes, contrasts, criticizes, describes, explains, justifies, interprets, supports.  *(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)*

Anchoring Activity / Anticipatory Set:

Students will:

Class/team/individual product:

INDIVIDUAL JOURNAL ASSIGNMENT:

HOMELINK:

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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.

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:

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

**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):

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.):**
Breaks down, diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, selects, separates, subdivides, categorizes, combines, compiles, composes, creates, devises, assigns, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes, appraises, compares, concludes, contrasts, criticizes, describes, explains, justifies, interprets, supports.  *(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)*

Anchoring Activity / Anticipatory Set:

Students will:

Class/team/individual product:

**INDIVIDUAL JOURNAL ASSIGNMENT:**

**HOMELINK:**

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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.

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:

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

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):

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.):
Breaks down, diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, selects, separates, subdivides, categorizes, combines, compiles, composes, creates, devises, assigns, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes, appraises, compares, concludes, contrasts, criticizes, describes, explains, justifies, interprets, supports. (Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)

Anchoring Activity / Anticipatory Set:

Students will:

Class/team/individual product:

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.

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:

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

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):

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.):
Breaks down, diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, selects, separates, subdivides, categorizes, combines, compiles, composes, creates, devises, assigns, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes, appraises, compares, concludes, contrasts, criticizes, describes, explains, justifies, interprets, supports. (Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)

Anchoring Activity / Anticipatory Set:

Students will:

Class/team/individual product:

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.

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:

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

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)

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Mathematics/Science Link and/or Humanities Link:

School-to-Career/Tech Prep Link:

HIGHER ORDER THINKING SKILLS (H.O.T.S.):
Breaks down, diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, selects, subdivides, categorizes, combines, compiles, composes, creates, devides, assigns, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes, appraises, compares, concludes, contrasts, criticizes, describes, explains, justifies, interprets, supports. (Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)

Anchoring Activity / Anticipatory Set:

Students will:

Class/team/individual product:

INDIVIDUAL JOURNAL ASSIGNMENT:
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.

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:

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

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):

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.):
Breaks down, diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, selects, separates, subdivides, categorizes, combines, compiles, composes, creates, devises, assigns, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes, appraises, compares, concludes, contrasts, criticizes, describes, explains, justifies, interprets, supports. (Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)

Anchoring Activity / Anticipatory Set:
Students will:

Class/team/individual product:
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.

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:

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

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):

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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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Anchoring Activity / Anticipatory Set:

Students will:

Class/team/individual product:

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.

16. __________________

Textbook or Database:

KNOWLEDGE:
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Anchoring Activity / Anticipatory Set:

Students will:

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

APPLICATION:
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Anchoring Activity / Anticipatory Set:

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Mathematics/Science Link and/or Humanities Link:

School-to-Career/Tech Prep Link:

HIGHER ORDER THINKING SKILLS (H.O.T.S.):
Breaks down, diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, selects, separates, subdivides, categorizes, combines, compiles, composes, creates, devises, assigns, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes, appraises, compares, concludes, contrasts, criticizes, describes, explains, justifies, interprets, supports. (Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)

Anchoring Activity / Anticipatory Set:

Students will:

Class/team/individual product:

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.

17. __________________________________________

Textbook or Database:

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Anchoring Activity / Anticipatory Set:

Students will:

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

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School-to-Career/Tech Prep Link:

HIGHER ORDER THINKING SKILLS (H.O.T.S.):
Breaks down, diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, selects, separates, subdivides, categorizes, combines, compiles, composes, creates, devises, assigns, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes, appraises, compares, concludes, contrasts, criticizes, describes, explains, justifies, interprets, supports. (Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)

Anchoring Activity / Anticipatory Set:

Students will:

Class/team/individual product:

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?
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:

PRODUCTIVE THINKING SKILLS
DIVERGENT / CREATIVE THINKING

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:
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:
C. WHAT WOULD HAPPEN IF THERE WERE NO ________________?
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
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)*