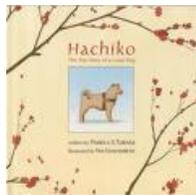


Project Bright IDEA 2: Interest Development Early Abilities

**A Jacob Javits Gifted Education Program
Funded by the US Department of Education
2004-2009**



**Concept:
Relationships and Change
Topic:
Loyalty**

**Revised By:
Sherri H. Matheson**

**Grade Level:
K-2**

**North Carolina Department of Public Instruction
Exceptional Children Division
Academically or Intellectually Gifted Program**

The American Association for Gifted Children at Duke University

NC Standard Course of Study

- This interdisciplinary unit is designed to teach clustering of the content standards that promote students' deeper understandings of conceptual, procedural, and metacognitive knowledge within sophisticated, complex, and developmentally appropriate multicultural literature rather than the coverage of standards being taught in isolation. Therefore, students are able to make connections, to think critically and to problem solve in authentic environments across disciplines and grade levels.
- Teachers are encouraged to extrapolate content standards based on their instructional, curriculum, and assessment focus to differentiate and meet the needs of their students within this interdisciplinary unit.
- **Bolded content objectives are assessed in the performance-based task rotations.**

Kindergarten Literacy

1.01 Develop book and print awareness:

2.01 **Demonstrate sense of story (e.g., beginning, middle, end, characters, details and setting).**

2.04 **Formulate questions that a text might answer before beginning to read (e.g., what will happen in this story, who might this be, where do you think this happens)**

2.09 **Identify the sequence of events in a story.**

3.01 **Connect information and events in text to experience.**

3.02 **Discuss concepts and information in a text to clarify and extend knowledge.**

3.03 **Associate target words with prior knowledge and explore an author's choice of words.**

3.04 **Use speaking and listening skills and media to connect experiences and text: listening to and re-visiting stories. discussing, illustrating, and dramatizing stories. discovering relationships.**

4.01 **Use new vocabulary in own speech and writing.**

4.02 Use words that name and words that tell action in a variety of simple texts (e.g., oral retelling, written stories, lists, journal entries of personal experiences).

4.03 **Use words that describe color, size, and location in a variety of texts: e.g., oral retelling, written stories, lists, journal entries of personal experiences.**

4.04 **Maintain conversation and discussions:**

4.06 **Write and/or participate in writing behaviors by using authors' models of language.**

First Grade Literacy

2.02 **Demonstrate familiarity with a variety of texts (storybooks, short chapter books, newspapers, telephone books, and everyday print such as signs and labels, poems, word plays using alliteration and rhyme, skits and short plays).**

2.03 **Read and comprehend both fiction and nonfiction text appropriate for grade one using: prior knowledge. Summary, questions, graphic organizers.**

2.04 Use preparation strategies to anticipate vocabulary of a text and to connect prior knowledge and experiences to a new text.

2.05 **Predict and explain what will happen next in stories.**

2.06 Self-monitor comprehension by using one or two strategies (questions, retelling, summarizing).

2.07 Respond and elaborate in answering what, when, where, and how questions.

2.08 Discuss and explain response to how, why, and what if questions in sharing narrative and expository texts.

2.09 **Read and understand simple written instructions..**

- 3.01 Elaborate on how information and events connect to life experiences.**
- 3.02 Recognize and relate similar vocabulary use and concepts across experiences with texts.**
- 3.03 Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts.**
- 3.04 Share personal experiences and responses to experiences with text: publishing non-print texts, discussing interpretations, recording personal responses.**
- 4.04 Extend skills in using oral and written language: clarifying purposes for engaging in communication, using clear and precise language to paraphrase messages, engaging in more extended oral discussions, producing written products, completing graphic organizers.**
- 4.05 Write and/or participate in writing by using an author's model of language and extending the model (e.g., writing different ending for a story, composing an innovation of a poem).**
- 4.06 Compose a variety of products (e.g., stories, journal entries, letters, response logs, simple poems, oral retellings) using a writing process.**
5. The learner will apply grammar and language conventions to communicate effectively.

Second Grade Literacy

- 2.01 Read and comprehend text (fiction, nonfiction, poetry, and drama) appropriate for grade two by: determining purpose (reader's and author's), making predictions, asking questions, locating information for specific reasons/purposes, recognizing and applying text structure, comprehending and examining author's decisions and word choice, determining fact and opinion, recognizing and comprehending figurative language, making inferences and draw conclusions.**
- 2.02 Use text for a variety of functions, including literary, informational, and practical.**
- 2.04 Pose possible how, why, and what if questions to understand and/or interpret text.**
- 2.06 Recall main idea, facts and details from a text.**
- 2.07 Discuss similarities/differences in events, characters and concepts within and across texts**
- 3.01 Use personal experiences and knowledge to interpret written and oral messages.**
- 3.02 Connect/ compare information within/ across selections (fiction, nonfiction, poetry, drama) to experience and knowledge.**
- 3.03 Explain and describe new concepts and information in own words (e.g., plot, setting, major events, characters, author's message, connections, topic, key vocabulary, key concepts, text features).**
- 3.04 Increase oral and written vocabulary by listening, discussing, and composing texts when responding to literature that is read and heard. (e.g., read aloud by teacher, literature circles, interest groups, book clubs)**
- 4.01 Begin to use formal language and/or literary language in place of oral language patterns, as appropriate.**
5. The learner will apply grammar and language conventions to communicate effectively.
- 4.04 Use oral communication to identify, organize, and analyze information.**
- 4.05 Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.**
- 4.06 Plan and make judgments about what to include in written products (e.g., narratives of personal experiences, creative stories, skits based on familiar stories and/or experiences).**
- 4.08 Write structured informative presentations and narratives when given help with organization.**
- 4.09 Use media and technology to enhance the presentation of information to an audience for a specific purpose.**

Kindergarten Social Studies

1.01 Describe how individuals are unique and valued.

1.02 Identify different groups to which individuals belong.

1.03 Examine diverse family structures around the world.

1.04 Recognize that families and groups have similarities and differences.

1.05 Compare and contrast customs of families in communities around the world.

2.01 Exhibit citizenship traits such as integrity, responsibility, and trustworthiness in the classroom, school, and other social environments.

3.01 Observe and describe how individuals and families grow and change.

3.02 Evaluate how the lives of individuals and families of the past are different from what they are today.

4.01 Explore how families express their cultures through celebrations, rituals, and traditions.

4.02 Identify religious and secular symbols associated with famous people, holidays, and special days of diverse cultures.

4.03 State reasons for observing special, religious, and secular holidays of diverse cultures.

6.01 Distinguish between wants and needs.

6.02 Examine the concept of scarcity and how it influences the economy.

6.03 Identify examples of how families and communities work together to meet their basic needs and wants.

6.04 Give examples of how money is used within the communities, such as spending and savings.

6.05 Explore goods and services provided in communities.

7.01 Identify different types of media and forms of communication.

7.02 Explore modes of transportation at home and around the world.

First Grade Social Studies

1.02 Identify various groups to which individuals and families belong.

1.04 Explore the benefits of diversity in the United States.

3.01 Describe personal and family changes, past and present.

3.02 Describe past and present changes within the local community.

3.03 Compare and contrast past and present changes within the local community and communities around the world.

4.01 Recognize and describe religious and secular symbols/celebrations associated with special days of diverse cultures.

4.02 Explore and cite reasons for observing special days that recognize celebrated individuals of diverse cultures.

4.03 Recognize and describe the historical events associated with national holidays.

5.05 Demonstrate responsibility for the care and management of the environment within the school and community.

6.01 Examine wants and needs and identify choices people make to satisfy wants and needs with limited resources.

6.02 Describe how people of different cultures work to earn income in order to satisfy wants and needs.

6.06 Identify the uses of money by individuals which include saving and spending.

6.07 Recognize that all families produce and consume goods and services.

7.01 Compare and contrast the use of media and forms of communication at home and in other social environments.

7.02 Describe how communication and transportation link communities.

7.03 Use the computer and other technological tools to gather, organize, and display data.

Second Grade Social Studies

- 1.01 Identify and describe attributes of responsible citizenship.
- 1.02 Demonstrate responsible citizenship in the school, community, and other social environments.
- 1.03 Analyze and evaluate the effects of responsible citizenship in the school, community, and other social environments.
- 1.04 Identify responsible courses of action in given situations and assess the consequences of irresponsible behavior.
- 3.01 Compare similarities and differences between oneself and others.
- 3.02 Describe similarities and differences among families in different communities.
- 3.03 **Compare similarities and differences among cultures in various communities.**
- 3.04 Identify multiple roles performed by individuals in their families and communities.
- 4.02 **Analyze environmental issues, past and present, and determine their impact on different cultures.**
- 6.01 **Identify natural resources and cite ways people conserve and replenish natural resources.**
- 6.02 **Cite ways people modify the physical environment to meet their needs and explain the consequences.**
- 7.01 Distinguish between producers and consumers and identify ways people are both producers and consumers.
- 7.02 Distinguish between goods produced and services provided in communities.
- 7.03 Describe different types of employment and ways people earn an income.
- 7.04 Identify the sources and use of revenue in the community.
- 7.05 **Analyze the changing uses of a community's economic resources and predict future changes.**
- 8.01 Identify uses of technology in communities.
- 8.02 Explain how technology has affected the world in which we live.
- 8.03 **Interpret data on charts and graphs and make predictions.**

Kindergarten Math

- 1.01 Develop number sense for whole numbers through 30.
 - a. **Connect model, number word (orally), and number, using a variety of representations.**
 - b. **Count objects in a set.**
 - c. Read and write numerals.
- 1.03 Solve problems and share solutions to problems in small groups.
- 2.01 **Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture).**
- 3.02 Compare geometric shapes (identify likenesses and differences).
- 4.01 **Collect and organize data as a group activity.**
- 4.02 Display and describe data with concrete and pictorial graphs as a group activity.
- 5.01 Sort and classify objects by one attribute.
- 5.02 Create and extend patterns with actions, words, and objects.

First Grade Math

- 1.01 Develop number sense for whole numbers through 99.
 - a. **Connect the model, number word, and number using a variety of representations.**
 - b. **Use efficient strategies to count the number of objects in a set.**
 - c. Read and write numbers.
- 1.02 Use groupings of 2's, 5's, and 10's with models and pictures to count collections of objects.
- 2.01 For given objects:

- a. Select an attribute (length, capacity, mass) to measure (use non-standard units).
- b. Develop strategies to estimate size.
- c. Compare, using appropriate language, with respect to the attribute selected.

3.01 Identify, build, draw and name parallelograms, squares, trapezoids, and hexagons.

3.03 Compare and contrast geometric figures.

3.04 **Solve problems involving spatial visualization.**

4.01 **Collect, organize, describe and display data using line plots and tallies.**

5.01 **Sort and classify objects by two attributes.**

5.02 **Use Venn diagrams to illustrate similarities and differences in two sets.**

5.03 Create and extend patterns, identify the pattern unit, and translate into other forms.

Second Grade Math

1.01 Develop number sense for whole numbers through 999

- a. **Connect model, number word, and number using a variety of representations.**
- b. Read and write numbers.
- e. Estimate

1.03 **Create, model, and solve problems that involve addition, subtraction...**

1.04 Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies.

- a. Strategies for adding and subtracting numbers.
- b. Estimation of sums and differences in appropriate situations.

1.05 Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens and hundreds

2.01 Estimate and measure using appropriate units.

- a. Length (meters, centimeters, feet, inches, and yards).

3.01 Combine simple figures to create a given shape.

4.01 **Collect, organize, describe and display data using Venn diagrams (three sets) and pictographs where symbols represent multiple units (2's, 5's, and 10's).**

5.01 Identify, describe, translate, and extend repeating and growing patterns.

5.02 Write addition and subtraction number sentences to represent a problem; use symbols to represent unknown quantities.

Kindergarten Science

Goal 1: The learner will make observations and build an understanding of similarities and differences in animals.

Goal 3: The learner will make observations and build an understanding of the properties of common objects.

Goal 4: The learner will use appropriate tools and measurements to increase their ability to describe their world.

First Grade Science

Goal 3: The learner will make observations and conduct investigations to build an understanding of the properties and relationship of objects.

Second Grade Science

Goal 3: The learner will observe and conduct investigations to build an understanding of changes in properties.

Goal 4: The learner will conduct investigations and use appropriate technology to build an understanding of the concepts of sound.

Unit Title
Hachiko~The True Story of a Loyal Dog
By: Pamela S. Turner

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Quotation

“If a man be great, even his dog will wear a proud look.”

Universal Conceptual Lens

**Relationships
Change**

Telling the Story: Loyalty has been an important value in all cultures throughout time and is essential for 21st century learning and advancement in society. **Hachiko**, composed by Pamela S. Turner, was a real dog who lived in Tokyo, Japan. Everyday he waited at the Shibuya train station for his owner even after his death. He was famous for his loyalty and was loved by many who saw him daily. This story is told by Kentaro, a young boy whose life was changed by his friendships he acquired with and by Hachiko. In this unit, students will reflect on Japanese culture, compare and contrast relationships and change, and relate life-lessons of loyalty to self and others.



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Big Ideas Manifested

Topic - Loyalty
Text – Hachiko~The True Story of a Loyal Dog
Author – Pamela S. Turner
Publisher/Date

Concepts	Themes
Relationships Change	Culture Friendship Devotion Responsibility Loyalty
Issues or Debates	Problems or Challenges
Nature Verses Nurture Responsibility vs. Irresponsibility	Lack of Resources Changes from War Changes from Death Dealing and Adapting to Change
Processes	Theories
Decision Making Problem Solving Responsibility	Love is necessary for survival. Survival is a natural instinct.
Paradoxes	Assumptions or Perspectives
Big things come in small packages. Better to give than receive. Put others before self.	Friendships last forever. Honor brings respect.

Big Ideas Defined

Concepts	Themes
<ul style="list-style-type: none"> • An organizing idea or mental construct • A broad abstract idea or guiding principal • A design or plan • Can be something imagined 	<ul style="list-style-type: none"> • A unifying idea or quality that is distinct and recurring • The subject of discussion or a course of study
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> • A topic discussed in detail • A topic of general concern • A formal exchange of opinion • An organized public discussion or argument 	<ul style="list-style-type: none"> • A difficult matter, situation or person • A question that needs to be solved, justified or explained • Demands on the intellect • A test of one's abilities
Processes	Theories
<ul style="list-style-type: none"> • Preparation for something through a series of steps or actions • A series of natural events that produce change • An established procedure aimed at somebody or something 	<ul style="list-style-type: none"> • An abstract thought or contemplation • An idea or belief about something arrived at through speculation or conjecture • A body of rules, principles and techniques that apply to a particular subject, but distinct from actual practice
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> • A contradictory or absurd statement, situation or proposition, but may at a deeper level, actually be true • An oxymoron <p>“To lead the people, walk behind them.” _____ Lao-tzu</p>	<ul style="list-style-type: none"> • Something believed to be true, without proof—or can be a starting point of a logical proof • An evaluation of a situation or facts from one person's point of view

Unit Title: <u>Hachiko~ The True Story of a Loyal Dog</u>	Universal Conceptual Lens: Relationships Change
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Overarching Generalizations:

Relationships are unifying and dividing.
Change is inevitable.
Change can be positive or negative.

Essential Questions:

Who are my true friends and how do I know?
What can we learn about our own culture from studying another?
What causes change?

Anchor Multicultural Literature Selection(s):

Hachiko~ The True Story of a Loyal Dog. By: Pamela S. Turner
Houghton Mifflin Co. 2004

Supporting Media/Resources:

United Streaming
Internet
The Futures Channel
Kidspiration

Look and Listen for...

21st Century/ Gifted Intelligent Behaviors

- Listening with Understanding/Empathy
- Applying Past Knowledge
- Remaining Open to Continuous Learning
- Creating, Imagining, and Innovating

Overarching Gifted Intelligent Behaviors (GIBs)

- Thinking about Thinking/Metacognition
- Questioning and Posing Problems
- Finding Humor

Literature and GIB focus

- Listening with Understanding/Empathy
- Applying Past Knowledge
- Remaining Open to Continuous Learning
- Creating, Imagining, and Innovating

GIB's within Student Learning Tasks

- Listening with Understanding/Empathy
- Applying Past Knowledge
- Remaining Open to Continuous Learning
- Creating, Imagining, and Innovating

Developmental Thinking Skills Focus: Describe Similarities & Differences
 Sequence Classify Analogies

After explicitly teaching the developmental skills, these skills should be clustered in larger cognitive processes and infused throughout the unit.

See example in Appendix: Cognitive Scaffolding -Extension of Thinking Skills

Other:

Big Idea Focus:

Relationships
Change

Other Universal Concepts:

Change in patterns occur over time.
What are the changing relationships in patterns over time?

More Complex Generalizations (Two or more universal concepts):

Relationships can be interdependent.
Relationships may be at different levels.
Change is linked to time.

Directions for Teachers:

Display and discuss universal generalizations.
Discuss topics and vocabulary needed to gain a deeper understanding of the generalizations.

Suggested Big Ideas for Discussion:

Conflict
Structure
Exploration
Change
Relationships

Essential Vocabulary for Discussion and Deep Understanding:

Gifted Intelligent Behaviors	Literature	Generalizations	Topic/Content
Metacognition Questioning Innovation Empathy Continuous	Statue Japan Bronze Harness Anniversary Sculptor Station master Military Station Tokyo Memorial	Exploration Structure Exploration Change Relationships	Culture Relationships Loyalty Family Traditions

A Six-Step Process for Teaching Academic Vocabulary Terms:

1. Provide a description, explanation or example of the new vocabulary term.
2. Ask students to restate the description, explanation or example in their own words using complete sentences.
3. Ask students to construct a picture, symbol or graphic representing the term or phrase.
4. Engage the students periodically in activities that help them add to their knowledge of the terms in a booklet that they have created (Keep it simple.)
5. Periodically ask students to discuss the terms with one another (**Think** of your favorite vocabulary words from the unit; **pair** with a vocabulary buddy, **share** by discussing the vocabulary terms with your vocabulary buddy.) Teacher should model process each time before students do the Think, Pair, Share with Vocabulary Buddy.
6. Construct games to periodically involve students and allow them to play with the terms.

Marzano, Robert. *Designing a New Taxonomy of Educational Objectives*. Corwin Press.

Marzano, Robert. *Building Background Knowledge*. Corwin Press.

Sample: Vocabulary Reference Resource

Provide students with paper folded into four sections. Create a vocabulary reference resource by writing the definition, creating a symbol for personal understanding, synonym, and a definition created by the student in own words. Discuss and compare with a partner or small group the similarities and differences of each product.

Teacher definition	Symbol
Student definition	Synonym

Vocabulary Extension:

Clue into Vocabulary:

Design vocabulary word cards and clue/synonym cards on an index card using the given vocabulary related to Hachiko. Divide the class in half and give half the class a vocabulary word from the story. The other half of the students are given clues or synonym cards. Allow children to circulate around the classroom and find their match. Have students share their results by explaining why that pair is related.

Headline News:

Assume the role of a journalist for a newspaper in Japan. Using the vocabulary related to Hachiko, create a newspaper article about the story that will entertain and inform. Report out your information to your audience.

Six Facets of Understanding

Select generalization(s) and essential question(s) from universal concept:

- Change generates additional change.
- Change is everywhere.
- Everything is related in some way.

Essential Questions:

- How are relationships and change similar and different?
- How does change impact relationships?
- What patterns in society help promote loyalty?

Introduce one or more of the following topics:

Facet 1 – EXPLANATION
<p>How might family relationships change over time? How might Gifted Intelligent Behaviors, Thinking about your Thinking, and Finding Humor, help to create positive family relationships that may or may not change over time? Explain what other Gifted Intelligent Behaviors may help to improve family relationships?</p> <p>Teachers create triad groups to discuss the above questions. Students select a presenter from each triad group to report their perspectives/ responses to each question. Teacher/ Assistant records triad groups responses. Each triad group should add to the previous triads responses.</p>
Facet 2 – INTERPRETATION
<p>What is the meaning of loyalty? What does loyalty reveal about a person?</p> <p>Each student will illustrate two pictures: one demonstrating loyalty and another demonstrating an unloyal act. Write a brief paragraph describing what each picture depicts. Discuss within small groups the pictures. Create two booklets of all the pictures one labeled Loyal Actions & Unloyal Actions. Refer back to these books as needed to review loyalty.</p>
Facet 3 – APPLICATION
<p>How could we use relationships to overcome conflict within our family or community?</p> <p>Teacher will create triad groups to discuss the question. Students create a skit, role playing resolving conflict within a family or community relationships. Students will perform their skits for the class.</p>
Facet 4 - PERSPECTIVE
<p>Read "<u>The Giving Tree</u>". Compare and Contrast how the boy and tree might feel about each other. How does the relationship between the tree and the boy change over time? Develop one journal entry for each change that occurs throughout the story.</p>
Facet 5 – EMPATHY
<p>Read <u>The Giving Tree</u>. How might you feel about the boy if you were the tree? What was the author trying to make us feel and see? Discuss... Using the information from the story and discussion, create a Haiku expressing either the man's or tree's feelings of their relationships.</p>
Facet 6 – SELF-KNOWLEDGE
<p>How are views about loyalty shaped by personal relationships? Given the prompt "How do I know who my true friends are?" Create an essay depicting your thoughts and feelings.</p>

Literature Selection: Hachiko

Culminating Performance-Based Assessment (Type: Task Rotations)

K-2

All conceptual learning experiences must include discussing and/or relating to the selected generalization(s) through essential questions.

<p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>You have been employed by Walt Disney to create and illustrate a cartoon that demonstrates how relationships are affected by loyalty or lack of loyalty. You will need to use real life situations in your cartoon. Create a journal entry describing what GIB's did you consider in determining loyalty in relationships?</p> <p>Multiple Intelligences: V* L__ S* M__B__ P*I__N__</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>Responsibilities are part of a relationship. Sometimes responsibilities are hard to handle. What types of responsibilities do you have? Compare your responsibilities with another student's. How may different sets of responsibilities prepare you for future relationships in adult life? Interview 2 or 3 adults asking their perspectives on how their childhood responsibilities prepared them for adulthood. Design a way to share your data on childhood responsibilities from your interviews.</p> <p>Multiple Intelligences: V* L__S__M__B__P*I*N__</p>
<p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <p>Throughout the world, there is an overpopulation of homeless pets. Research animal adoption processes. (www.americanhumane.org) Design an advertisement stressing the importance of animal adoption. What GIB's are seen in a person who may want to adopt a pet? How do you think adopting a pet would change a family? How does this quotation reflect loyalty and relationships between animal and owner? If a man be great, even his dog will wear a proud look."</p> <p>Multiple Intelligences: V__L__S *M__B__P* I* N__</p>	<p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Brainstorm and select a person you admire. What type of memorial would you make to honor this person? Create a model of the memorial you would develop to honor this person. What GIB's does this person have that makes you admire him or her? How has loyalty impacted his/her relationships with family, friends, and/or community?</p> <p>Multiple Intelligences: V__L*S*M__B__P__I__N__</p>

Real World Connections with Products: (Skills, Knowledge, Global Connections)

- create, illustrate, research, design, brainstorm, interview, apply, think
- advertisement, memorial, cartoon, journal entry, interview data

Real World Applications: (Careers, Inventions, Innovations)

- researcher, artist, sculptor, illustrator, author, publisher, cartoonist

Real World Terms: (Vocabulary, Technical Vocabulary)

- advertisement, brainstorming, adoption, processes, perspectives, demonstrate, interview

Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.

Concept Focus:

Relationships
Change

Overarching Generalizations:

- Relationships are unifying and dividing.
 - Change is inevitable.
- Change can be positive or negative.

More Complex Generalizations (Two or more concepts):

- Relationships can be interdependent.
- Relationships may be at different levels.
 - Change is linked to time.

Essential Question

(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

- Who are my true friends and how do I know?
- What can we learn about our own culture from studying another?
 - What causes change?

Materials Needed for Task Rotation(s) Menu:

Mastery → Journal, Markers, Colored Pencils, paper, pencil/pen

Understanding → paper, colored pencils, markers, computer with internet access (for research and advertisement design)

Interpersonal → Computers with internet access (for data design), journal, pencil/pen

Self-Expressive → Journal, various art mediums (modeling clay, paints, pastels), paper or poster board, pencil/pen

MetaCognitive Discussion

How are relationships similar and different?

Related to the Prior Learning Experiences (Essential Questions)

(Whole Group and/or Seminar)

Conceptual Perspectives:

What relationships are important between people and their pets?
What are the differences between needs and wants in choosing a pet?
How can loyalty change through the years?
What changes may occur through interviewing people with prior experiences with responsibilities in relationships?

Gifted Intelligent Behaviors:

What are some of the GIBs you could use to plan and evaluate an interview?
How could you Think Flexibly when brainstorming ideas?
What GIB's would you use in choosing a pet for a family?
How could you use Metacognition in defining the concept loyalty?

Literary Perspectives:

Which character in the story would you develop a relationship with and why?
What was the author's purpose in writing this book? How did it change your views of your relationships?

Student/Teacher Reflections:

How might friends and families strengthen current relationships?
How can change impact your future?
How does loyalty or lack of loyalty change relationships?

Rubric

Culminating Performance-Based Assessment K-2

<p>Mastery Learner (A) Sensing- Thinking</p> <p>Content Mastery: Does the student’s work provide new insight into the content of the task? Does the student’s work demonstrate an understanding of the important generalizations, concepts, and facts specific to the theme of the comic?</p> <p>Competence: Does the student demonstrate proficiency in the selection and application of strategies and skills appropriate to planning and creating their original comic?</p> <p style="text-align: right;">4 3 2 1</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>Character: Does the student’s work reflect a sensitivity towards and considers others’ differences?</p> <p>Cooperation: Did the student listen to others and ask questions for clarification and check for understanding while interviewing others?</p> <p style="text-align: right;">4 3 2 1</p>	
<p>Central Dimensions</p> <p>Choice: The student analyzes the advantages, disadvantages, and potential effects of each choice.</p> <p>Craftsmanship: The student’s work reflects an understanding of the appropriate genre and style with regard to purpose and audience.</p> <p>Completion: The student completes all the requirements of the task in a timely manner.</p>		
<p>Understanding Learner(C) Intuitive-Thinking</p> <p>Complex Problem Solving: Is the student able to conduct research and design a product to support his/her position on animal adoption?</p> <p>Critical Thinking: Does the student’s work reflect complex and analytical thinking and use of the GIBs?</p> <p style="text-align: right;">4 3 2 1</p>	<p>Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Creativity: Did the student create original work that expresses his or her individual style and unique point of view?</p> <p>Communication: Does the student demonstrate the flexibility needed to explore loyalty in relationships with family, friends, and the community?</p> <p style="text-align: right;">4 3 2 1</p>	

4 – Exceeds Expectations 3 – Meets Expectations 2 – Minimal Understanding 1 – Needs Support

**Math Student Culminating Assessment
Task Rotation Learning Experience
K-2**

All conceptual learning experiences must include discussing and/or relating to the selected generalization(s) through essential questions.

<p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>Using geometric shapes, construct a 2-dimensional design. Using blocks, replicate the design in 3-D. Creating a journal entry, explain the changes that took place.</p> <p>How does change in our world relate to change in our personal life?</p> <p>Multiple Intelligences: V*L_S*M*B__P*I_N__</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>With a partner or small group, decide on relevant illustrations, pictures, objects, etc. that you find in the real world that contain or do not contain symmetry. Appraise your examples. Decide which items show symmetry and which do not. Relate the information to the class. As you are discussing with your partner, think about which items in the pictures have one line of symmetry or more than one line of symmetry. Which items display rotational symmetry? How did relationships change over time?</p> <p>Multiple Intelligences: V* L*S__M__B__P*I*N__</p>
<p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <p>Analyze an airline schedule. Decide on three or more locations that you would like to visit leaving from your closest airport. Plan a round trip that includes each of the locations (begin and end at the closest airport). Deduce how many different routes you could use. Determine the longest and shortest route. Explain which route you will follow. Tell why. How did relationships change over time?</p> <p>Journal: Is it important to use the gifted intelligent behavior, <i>applying past knowledge to new situations</i>, to complete this task? Why or why not?</p> <p>Multiple Intelligences: V__L*S__M__B__P*I_N__</p>	<p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Using your knowledge of fact families, create story problems that share various types of relationships. For example: A family has five people. They decide to get a dog and two cats. How many are now in the family. List the step-by-step procedures that you must follow in order to solve each problem. How did relationships change over time?</p> <p>Multiple Intelligences V__L*S__M__B__P*I&N__</p>

Real World Connections with Products: (Skills, Knowledge, Global Connections)

- create, illustrate, research, design, brainstorm, interview, apply, think
- advertisement, memorial, cartoon, journal entry, interview data

Real World Applications: (Careers, Inventions, Innovations)

- Researcher, artist, sculptor, illustrator, author, publisher, cartoonist

Real World Terms: (Vocabulary, Technical Vocabulary)

- advertisement, brainstorming, adoption, processes, perspectives, demonstrate, interview

Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.

Concept Focus:

Relationships
Change

Overarching Generalizations:

- Relationships are unifying and dividing.
 - Change is inevitable.
- Change can be positive or negative.

More Complex Generalizations (Two or more concepts):

- Relationships can be interdependent.
- Relationships may be at different levels.
 - Change is linked to time.

Essential Question

(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

- Who are my true friends and how do I know?
- What can we learn about our own culture from studying another?
 - What causes change?

Materials Needed for Task Rotation(s) Menu:

Mastery → Journal, Markers, Colored Pencils, paper, pencil/pen

Understanding → paper, colored pencils, markers, computer with internet access (for research and advertisement design)

Interpersonal → Computers with internet access (for data design), journal, pencil/pen

Self-Expressive → Journal, various art mediums (modeling clay, paints, pastels), paper or poster board, pencil/pen

MetaCognitive Discussion
Related to the Prior Learning Experiences (Essential Questions)

How are Relationships similar and different?

(Whole Group and/or Seminar)

Conceptual Perspectives:

What relationships are important between people and their pets?
What are the differences between needs and wants in choosing a pet?
How can loyalty change through the years?
What changes may occur through interviewing people with prior experiences with responsibilities in relationships?

Gifted Intelligent Behaviors:

What are some of the GIBs you could use to plan and evaluate an interview?
How could you Think Flexibly when brainstorming ideas?
What GIB's would you use in choosing a pet for a family?
How could you use Metacognition in defining the concept loyalty?

Literary Perspectives:

Which character in the story would you develop a relationship with and why?
What was the author's purpose in writing this book? How did it change your views of your relationships?

Student/Teacher Reflections:

How might friends and families strengthen current relationships?
How can change impact your future?
How does loyalty or lack of loyalty change relationships?

Rubric

Culminating Performance-Based Assessment K-2

<p>Mastery Learner (A) Sensing- Thinking</p> <p>Content Mastery: Does the student’s work provide new insight into the content of the task? Does the student’s work demonstrate an understanding of the important generalizations, concepts, and facts specific to the theme of the comic?</p> <p>Competence: Does the student demonstrate proficiency in the selection and application of strategies and skills appropriate to planning and creating their original comic?</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>Character: Does the student’s work reflect a sensitivity towards and considers others’ differences?</p> <p>Cooperation: Did the student listen to others and ask questions for clarification and check for understanding while interviewing others?</p>	
4 3 2 1	4 3 2 1	4 3 2 1
<p>Central Dimensions</p> <p>Choice: The student analyzes the advantages, disadvantages, and potential effects of each choice.</p> <p>Craftsmanship: The student’s work reflects an understanding of the appropriate genre and style with regard to purpose and audience.</p> <p>Completion: The student completes all the requirements of the task in a timely manner.</p>		
<p>Understanding Learner(C) Intuitive-Thinking</p> <p>Complex Problem Solving: Is the student able to conduct research and design a product to support his/her position on animal adoption?</p> <p>Critical Thinking: Does the student’s work reflect complex and analytical thinking and use of the GIBs?</p>	<p>Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Creativity: Did the student create original work that expresses his or her individual style and unique point of view?</p> <p>Communication: Does the student demonstrate the flexibility needed to explore loyalty in relationships with family, friends, and the community?</p>	
4 3 2 1	4 3 2 1	

4 – Exceeds Expectations 3 – Meets Expectations 2 – Minimal Understanding 1 – Needs Support

Literature Selection: Hachiko

Introduction Performance-Based Task

K-2

All conceptual learning experiences must include discussing and/or relating to the selected generalization(s) through essential questions.

<p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>Hachiko’s story took place in Japan during the 1920’s. Research Japanese and American culture during this period. Using an Open Compare and Contrast graphic organizer, compare and contrast American culture to that of Japanese culture. How have both cultures changed over time? Create a journal entry explaining the changes.</p> <p>How did Remaining Open to Continuous Learning help you with your research?</p> <p>Multiple Intelligences: V*L__S__M__B__P*I*N*</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>Imagine your family moves during the school year. You enter the classroom for the first time. Write a skit showing how you could make a new friend. Include how this experience impacts your ability to become a better friend. Choose a partner to act out your skit for the class. How would this change your relationship with others? How did this relationship change over time?</p> <p>Multiple Intelligences: V*L__S__M__B__P*I*N__</p>
<p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <p>Compare similarities and differences in the changes in two of your relationships (examples: parents, caregivers, and friends). Create a graphic organizer to show the comparison. (i.e. double bubble map, Venn diagram (top hat or Y chart), or BTS p. 335. Have these changes been positive or negative?</p> <p>Journal entry: Which gifted intelligent behaviors could you use to create strong relationships in your life?</p> <p>Multiple Intelligences: V*L*S__M__B__P*I*N__</p>	<p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>You are allowed to order a “True Friend” over the phone from a “Build A Friend” catalog. What qualities would you instill in your friend? How would you develop a relationship with this friend? How would your relationships with current friends change?</p> <p>Multiple Intelligences: V__L*S__M__B__P*I*N__</p>

Real World Connections with Products: (Skills, Knowledge, Global Connections)

- create, illustrate, research, design, brainstorm, interview, apply, think
- advertisement, memorial, cartoon, journal entry, interview data

Real World Applications: (Careers, Inventions, Innovations)

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Concept Focus:

Relationships
Change

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 - Change is inevitable.
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More Complex Generalizations (Two or more concepts):

- Relationships can be interdependent.
- Relationships may be at different levels.
 - Change is linked to time.

Essential Question

(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

- Who are my true friends and how do I know?
- What can we learn about our own culture from studying another?
 - What causes change?

Materials Needed for Task Rotation(s) Menu:

Mastery → Journal, Markers, Colored Pencils, paper, pencil/pen

Understanding → paper, colored pencils, markers, computer with internet access (for research and advertisement design)

Interpersonal → Computers with internet access (for data design), journal, pencil/pen

Self-Expressive → Journal, various art mediums (modeling clay, paints, pastels), paper or poster board, pencil/pen

**MetaCognitive Discussion
Related to the Prior Learning Experiences (Essential Questions)**

How are relationships similar and different?

(Whole Group and/or Seminar)

Conceptual Perspectives:

What relationships are important between people and their pets?
What are the differences between needs and wants in choosing a pet?
How can loyalty change through the years?
What changes may occur through interviewing people with prior experiences with responsibilities in relationships?

Gifted Intelligent Behaviors:

What are some of the GIBs you could use to plan and evaluate an interview?
How could you Think Flexibly when brainstorming ideas?
What GIB's would you use in choosing a pet for a family?
How could you use Metacognition in defining the concept loyalty?

Literary Perspectives:

Which character in the story would you develop a relationship with and why?
What was the author's purpose in writing this book? How did it change your views of your relationships?

Student/Teacher Reflections:

How might friends and families strengthen current relationships?
How can change impact your future?
How does loyalty or lack of loyalty change relationships?

Rubric

Introduction Performance-Based Assessment (Type _____)

K-2

<p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>Content Mastery: Does the student’s work provide new insight into the content of the task? Does the student’s work demonstrate an understanding of the important generalizations, concepts, and facts specific to the theme of the comic?</p> <p>Competence: Does the student demonstrate proficiency in the selection and application of strategies and skills appropriate to planning and creating their original comic?</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>Character: Does the student’s work reflect a sensitivity towards and considers others’ differences?</p> <p>Cooperation: Did the student listen to others and ask questions for clarification and check for understanding while interviewing others?</p>
<p style="text-align: center;">Understanding Learner(C) Intuitive-Thinking</p> <p>Complex Problem Solving: Is the student able to conduct research and design a product to support his/her position on animal adoption?</p> <p>Critical Thinking: Does the student’s work reflect complex and analytical thinking and use of the GIBs?</p>	<p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Creativity: Did the student create original work that expresses his or her individual style and unique point of view?</p> <p>Communication: Does the student demonstrate the flexibility needed to explore loyalty in relationships with family, friends, and the community?</p>

Central Dimensions

Choice: The student analyzes the advantages, disadvantages, and potential effects of each choice.

Craftsmanship: The student’s work reflects an understanding of the appropriate genre and style with regard to purpose and audience.

Completion: The student completes all the requirements of the task in a timely manner.

4 3 2 1

4 3 2 1

4 3 2 1

4 3 2 1

4 – Exceeds Expectations 3 – Meets Expectations 2 – Minimal Understanding 1 – Needs Support

Math
Introduction Performance-Based Task
K-2

All conceptual learning experiences must include discussing and/or relating to the selected generalization(s) through essential questions.

<p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>Timelines help us organize events in our lives. They show us how much time passes between significant events. Using the section of <i>Hachiko</i> entitled “The Story Behind the Story,” make a timeline to show the life of Hachiko. Consider Hachiko’s relationships and include them in your timeline. Using the timeline answer the following questions: How old was Hachiko when he died? In what year was the bronze statue placed near the entrance to Shibuya Station? How old was Hachiko when Mr. Ueno died? How did relationships change over time?</p> <p>Journal: What questions and or gifted intelligent behaviors did you ask yourself to help you with your task?</p> <p>Multiple Intelligences: V*L*S*M__B__P__I*N__</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>Symmetry in illustrations is appealing. With a partner choose several illustrations from the story. Appraise the illustrations. Decide which items in the pictures show symmetry and which do not. Relate the information to the class. As you are discussing with your partner, think about which items in the pictures have one line of symmetry or more than one line of symmetry. Which items display rotational symmetry? How did relationships change over time?</p> <p>Journal: Which gifted intelligent behaviors did you use to appraise the images in the illustrations?</p> <p>Multiple Intelligences: V*L*S*M__B__P*I*N__</p>
<p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <p>Train schedules provide departure and arrival times to and from various places. Interpret the data on the train schedule. Determine the amount of time it takes to travel from Tokyo to each of the cities listed. Sort and classify the cities’ distances in various groups. Give each group a label. A city can be categorized in more than one group. Summarize your finding for the class. How did relationships change over time?</p> <p>Journal: Is it important to use the gifted intelligent behavior, <i>applying past knowledge to new situations</i>, to complete this task? Why or why not?</p> <p>Multiple Intelligences: V*L*S*M__B*P__I*N__</p>	<p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Generate story problems that share various types of relationships. For example: A family is composed of a mother, a father, three children, and two dogs. How many are in the family? Include problems that use different family facts: $5+2=7$, $2+5=7$, $7-2=5$, $7-5=2$ Act out each problem. How did relationships change over time?</p> <p>Journal: What gifted intelligent behaviors did you use to generate and act out the problems?</p> <p>Multiple Intelligences: V*L*S*M__B*P*I*N__</p>

Real World Connections with Products: (Skills, Knowledge, Global Connections)

- create, illustrate, research, design, brainstorm, interview, apply, think
- advertisement, memorial, cartoon, journal entry, interview data

Real World Applications: (Careers, Inventions, Innovations)

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- advertisement, brainstorming, adoption, processes, perspectives, demonstrate, interview

Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.

Concept Focus:

Relationships

Change

Overarching Generalizations:

- Relationships are unifying and dividing.
 - Change is inevitable.
- Change can be positive or negative.

More Complex Generalizations (Two or more concepts):

- Relationships can be interdependent.
- Relationships may be at different levels.
 - Change is linked to time.

Essential Question

(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

- Who are my true friends and how do I know?
- What can we learn about our own culture from studying another?
 - What causes change?

Materials Needed for Task Rotation(s) Menu:

Mastery → Journal, Markers, Colored Pencils, paper, pencil/pen

Understanding → paper, colored pencils, markers, computer with internet access (for research and advertisement design)

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Self-Expressive → Journal, various art mediums (modeling clay, paints, pastels), paper or poster board, pencil/pen

MetaCognitive Discussion
Related to the Prior Learning Experiences (Essential Questions)

How are relationships similar and different?

(Whole Group and/or Seminar)

Conceptual Perspectives:

What relationships are important between people and their pets?
What are the differences between needs and wants in choosing a pet?
How can loyalty change through the years?
What changes may occur through interviewing people with prior experiences with responsibilities in relationships?

Gifted Intelligent Behaviors:

What are some of the GIBs you could use to plan and evaluate an interview?
How could you Think Flexibly when brainstorming ideas?
What GIB's would you use in choosing a pet for a family?
How could you use Metacognition in defining the concept loyalty?

Literary Perspectives:

Which character in the story would you develop a relationship with and why?
What was the author's purpose in writing this book? How did it change your views of your relationships?

Student/Teacher Reflections:

How might friends and families strengthen current relationships?
How can change impact your future?
How does loyalty or lack of loyalty change relationships?

Rubric

Introduction Performance-Based Assessment (Type _____)

K-2

<p>Mastery Learner (A) Sensing- Thinking</p> <p>Content Mastery: Does the student’s work provide new insight into the content of the task? Does the student’s work demonstrate an understanding of the important generalizations, concepts, and facts specific to the theme of the comic?</p> <p>Competence: Does the student demonstrate proficiency in the selection and application of strategies and skills appropriate to planning and creating their original comic?</p> <p style="text-align: right;">4 3 2 1</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>Character: Does the student’s work reflect a sensitivity towards and considers others’ differences?</p> <p>Cooperation: Did the student listen to others and ask questions for clarification and check for understanding while interviewing others?</p> <p style="text-align: right;">4 3 2 1</p>	
<p>Central Dimensions</p> <p>Choice: The student analyzes the advantages, disadvantages, and potential effects of each choice.</p> <p>Craftsmanship: The student’s work reflects an understanding of the appropriate genre and style with regard to purpose and audience.</p> <p>Completion: The student completes all the requirements of the task in a timely manner.</p>		
<p>Understanding Learner(C) Intuitive-Thinking</p> <p>Complex Problem Solving: Is the student able to conduct research and design a product to support his/her position on animal adoption?</p> <p>Critical Thinking: Does the student’s work reflect complex and analytical thinking and use of the GIBs?</p> <p style="text-align: right;">4 3 2 1</p>	<p>Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Creativity: Did the student create original work that expresses his or her individual style and unique point of view?</p> <p>Communication: Does the student demonstrate the flexibility needed to explore loyalty in relationships with family, friends, and the community?</p> <p style="text-align: right;">4 3 2 1</p>	

4 – Exceeds Expectations 3 – Meets Expectations 2 – Minimal Understanding 1 – Needs Support

Tiered Performance-Based Tasks

K-2

- All conceptual learning experiences must include discussing and/or relating to the selected generalization(s) through essential questions.

Concept: Relationships and Change

Topic: Loyalty

Generalization(s): Relationships are unifying and dividing. Change is inevitable. Change can be positive or negative.

Essential Question(s): Who are my true friends and how do I know? What can we learn about our own culture from studying another? What causes change?

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1 (standard)	Define relationships. Identify and describe the relationships in <i>Hachiko</i> using a T chart. Which gifted intelligent behavior aided you in choosing this activity?	Using the information in <i>Hachiko</i> , find the similarities and differences between Japanese culture and your culture. What new things did you learn and how can you use them?	Suppose someone or something dear to you is no longer available. Brainstorm and document, using <i>Inspiration</i> , different ways that you could honor their memory. How did the gifted intelligent behavior <i>taking responsible risks</i> assist you in completing this activity?	With a partner, interview your classmates to determine individual feelings about specific events in the story. Reflect on your findings and share with the class. How did questioning and posing problems help to complete this activity?
2 (bridge between standard & top 3 to 5 %)	Thinking about relationships, design a diagram that shows two of the following relationships: relationships of the characters in the story, your family relationships, school relationships, or community relationships. Which past experiences helped you in choosing the two relationships?	Based upon your knowledge of the Japanese culture, how might you support or refute the statement that Japanese culture is more similar than different to your culture. Which gifted intelligent behaviors were most helpful in completing this activity?	In the story, Hachiko is memorialized with a special Hachiko festival at Shibuya Station. Predict what type of activities will occur at the festival in 2007. Illustrate the events through an advertisement. What new information did you learn and how will it foster future learning?	Using <i>listening with empathy and understanding</i> , put yourself in the boy's shoes. How would you have reacted to the events in the story? With a partner or small group, develop interview questions and responses that reflect how you feel in each situation. Share the interview in a talk show format. How did your past experiences influence this activity?

3 (for top 3 to 5 %)	Construct a display that shows relationships between humans and animals, in families, in school environments, and community environments. How has completing this activity changed the way you view yourself as a learner?	Based upon your understanding of Japanese culture and your own culture, formulate a PowerPoint slide show revealing the similarities and differences between the two cultures. How did the gifted intelligent behavior, taking responsible risks, assist you in completing this activity?	Imagine that your best friend has moved. Plan and design an honorarium that depicts the personality of your friend. Which gifted intelligent behavior was most helpful in completing this activity? Which gifted intelligent behavior do you need to work on?	Working with a partner, personify the character Hachiko. Reflect on his human characteristics and illustrate in a cartoon strip. Which gifted intelligent behavior lead you to choose this activity? Explain how it influenced you.
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Real World Connections with Products: (Skills, Knowledge, Global Connections)

- create, illustrate, research, design, brainstorm, interview, apply, think
- advertisement, memorial, cartoon, journal entry, interview data

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Concept Focus:
 Relationships
 Change

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Essential Question

(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

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Materials Needed for Task Rotation(s) Menu:

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(Whole Group and/or Seminar)

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What relationships are important between people and their pets?
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How can loyalty change through the years?
What changes may occur through interviewing people with prior experiences with responsibilities in relationships?

Gifted Intelligent Behaviors:

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How could you Think Flexibly when brainstorming ideas?
What GIB's would you use in choosing a pet for a family?
How could you use Metacognition in defining the concept loyalty?

Literary Perspectives:

Which character in the story would you develop a relationship with and why?
What was the author's purpose in writing this book? How did it change your views of your relationships?

Student/Teacher Reflections:

How might friends and families strengthen current relationships?
How can change impact your future?
How does loyalty or lack of loyalty change relationships?

Additional Support Materials:

Favorite Read-Alouds:

Stone Fox

Japan

Sadako and the Thousand Paper Cranes

Shiloh

Finger Plays, Nursery Rhymes and Songs:

Old Mother Hubbard

How Much is that Doggie in the Window

Media specialist resources

Internet Sites

[Kimono](#)

[Japanese songs](#)

[Japanese info](#)

[Symmetry](#)

[Symmetry 2](#)

Video Clips:

Where the Red Fern Grows

Dog training clip

Japanese Life-National Geographic

Karate Kid

Mr. Roger's Neighborhood

Reading Rainbow clips

Media specialist resources

Paintings & Prints:

Norman Rockwell prints

Escher prints

Calendar pictures

Picasso prints

Art teacher resource

Additional Support Materials:

Teacher Reflections

Literary Selection

Date

School

Grade

1. What were the strengths of the task rotations and/or other activities?
2. How did the task rotations and/or activities reveal students' Intelligent Behaviors? Please discuss how each Intelligent Behavior manifested it self.
3. What would you change or add the next time you taught this lesson?
4. What opportunities for growth does the resource unit have?
5. What were "ah ha's?" for the students? For teachers?

"Additional Comments

APPENDIX

A

Additional Instructional Concept-Based Activities

Appendix~ Online Resources for Teaching Strategies:

Circle of Knowledge strategy:

[http://www3.moe.edu.sg/edumall/tl/it_integration/engaging_it_practices/libstrategies-cooperative\(c\).htm](http://www3.moe.edu.sg/edumall/tl/it_integration/engaging_it_practices/libstrategies-cooperative(c).htm)

Circle teaching strategy:

<http://www.learner.org/workshops/tml/workshop1/teaching.htm>

Collaboration teaching strategy:

<http://teaching.berkeley.edu/bgd/collaborative.html>

Command teaching strategy:

http://www.educ.uvic.ca/Faculty/thopper/Pe352/2003/Darrian%20Rob%20&%20Marcy%20Squash/new_page_9.htm

Compare and Contrast teaching strategy:

<http://www.kidbibs.com/learningtips/lt26.htm>

Divergent Thinking teaching strategy:

<http://faculty.washington.edu/ezent/imdt.htm>

<http://www.learningandteaching.info/learning/converge.htm>

http://www.educ.uvic.ca/Faculty/thopper/Pe352/2003/Darrian%20Rob%20&%20Marcy%20Squash/new_page_9.htm

Pair Share strategy:

http://www.eazhull.org.uk/nlc/think_pair_share.htm

Procedural teaching strategy:

http://wik.ed.uiuc.edu/index.php/Procedural_knowledge

http://books.google.com/books?id=y3FcwXwfjeMC&pg=PA51&lpg=PA51&dq=procedural+knowledge+and+teaching+strategy&source=bl&ots=2YFVzUjLKP&sig=35xOarBN9Js-_oB6xgEMZtisaNg&hl=en&ei=85k6SsXxK42yMYWvna8F&sa=X&oi=book_result&ct=result&resnum=4

Reciprocal Learning strategy:

<http://www.greece.k12.ny.us/instruction/ela/6-12/reading/Reading%20Strategies/reciprocal%20teaching.htm>

http://www.educ.uvic.ca/Faculty/thopper/Pe352/2003/Darrian%20Rob%20&%20Marcy%20Squash/new_page_9.htm

Role-playing strategy:

<http://serc.carleton.edu/introgeo/roleplaying/howto.html>

SCAMPER teaching strategy:

<http://dettblogger.blogspot.com/2008/12/scamper-technique-for-ttthinking.html>

<http://wwwfp.education.tas.gov.au/English/scamper.htm>

Socratic Seminar teaching strategy:

<http://www.greece.k12.ny.us/instruction/ela/SocraticSeminars/facilitatingthoughtfuldialogue.htm>

Additional Resources for Teaching Strategies:

Cognitive Scaffolding: Extension of Thinking Skills

Hargett, M. P. (2009) *Cognitive Scaffolding, Horizontal/Vertical Extensions, Bridge Spans*.

Monroe, NC.

Parks, Sandra. (2008) *Building Thinking Skills Level 1: Teacher's Manual and Student Response Book*

Parks, Sandra. (2008) *Building Thinking Skills, Primary: Teacher' Manual and Student Response Book*

Delphi Technique:

Hargett, M. P. (2009). *Engaging students in 21st century learning: Instructional practices to improve student achievement*. Monroe, NC.

Decision Making Model:

Hargett, M.P. (2009). *Engaging students in 21st century learning: Instructional practices to improve student achievement*. Monroe, NC.

Read:

Culminating Performance-Based Tasks/Assessments

Designed for the top 3 to 5 %; Use for level 3 of the Tiered Task Rotation Menu
K-2

All conceptual learning experiences must include discussing and/or relating to the selected generalization(s) through essential questions.

Each style learning experience needs to include:

- Type of Knowledge
- Levels of Cognition
- Differentiated Instructional Strategies
- GIB
- Conceptual Lens

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking
<p>You are part of a team that is opening a new museum on historical culture in Japan. Select 3 to 4 events and 3-4 effects that have lasted into current times. Provide a sketch of each exhibit and a timeline of cause and effect. Change activity.****</p> <p>Conceptual Question:</p> <p>GIB Question:</p> <p>Thinking Skills: D ___ S&D ___ S ___ C ___ A ___</p> <p>Multiple Intelligences: V ___ L ___ S ___ M ___ B ___ P ___ I ___ N ___</p>	<p>Conceptual Question:</p> <p>GIB Question:</p> <p>Thinking Skills: D ___ S&D ___ S ___ C ___ A ___</p> <p>Multiple Intelligences: V ___ L ___ S ___ M ___ B ___ P ___ I ___ N ___</p>

<p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p>	<p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p>
<p>Conceptual Question:</p> <p>GIB Question:</p> <p>Thinking Skills: D ___S&D ___S ___ C ___ A___</p> <p>Multiple Intelligences: V__L__S__M__B__P__I__N__</p>	<p>Conceptual Question:</p> <p>GIB Question:</p> <p>Thinking Skills: D ___S&D ___S ___ C ___ A___</p> <p>Multiple Intelligences: V__L__S__M__B__P__I__N__</p>