Introduction

This book began with a simple desire to share ideas with teachers who, like you, are resolutely facing the difficulties and challenges of today's education environment. Our goal in writing it was to help kindred spirits effectively integrate content standards, differentiated instruction, and project-based learning into their teaching repertoires. We feel that we know you quite well, and we have written this book especially for you. This is who we think you are:

- You are a dedicated professional who has devoted your career to making a difference in kids' lives.

- You willingly shoulder responsibility for the education of many unique individuals every year.

- You communicate morning, afternoon, and evening with parents who offer suggestions and make demands, some reasonable and some not.

- You have a substantial set of content standards that must all be addressed in less time than seems humanly possible.

- You teach a curriculum that has become a constantly moving target, with tests to prove that you've covered it.

- You are expected to consistently increase rigor, improve achievement, and meet the needs of all students.

- You go home at night exhausted and somehow come to work the next morning with renewed enthusiasm for the task at hand.

We know from our own classroom experiences what you are going through, and we think we know what you want. You are looking for balance, trying to find the equilibrium point between meaningful, student-centered education and the realities of modern U.S. schools. This is not an easy task.

The demands on today's teachers are far different and more intense than in years past. Ethnic, cultural, and socioeconomic diversity add both richness and challenge to nearly every classroom. The range in students' readiness to learn is wide, and the gap seems to be increasing. The federal No Child Left Behind legislation has caused a seismic shift in how schools do business. We have entered a standards-based age in which curriculum, instruction, and assessment are all focused on state and federal mandates. Testing is a permanent part of the landscape, and the stakes are high: AYP (adequate yearly progress) is determined by how kids do on tests. As a result, school districts have established goals to ensure the highest possible success rate on state assessments. No wonder curriculums are being modified and teachers are under pressure to "teach to the test."

This is where the concept of differentiation comes in. Differentiated instruction was not devised as a way to improve test scores. However, school boards, school administrators, parents, and many

teachers are beginning to place great emphasis on the idea of providing instruction that "differentiates" among students, based on their readiness to learn, their interests, and their learning strengths and preferences. You may have read books or articles by the guru of differentiated learning, Carol Ann Tomlinson, or other experts in the field. The case they make is compelling and difficult to refute. Who can deny that instruction should be tailored to the needs of individuals; that students should be challenged just beyond their comfort level; that pre-assessment and flexible grouping are keys to accommodating the needs of all learners; that content, process, and product may be differentiated in various combinations to produce optimal results? The idea of differentiated instruction is logical, and a well-balanced 21st century classroom will certainly be a differentiated one. Yet mastering the concept requires new learning and ongoing skill development.

> ### *"Projects are a key to student engagement and motivation."*

Together with content standards and differentiated instruction, a final component to the well-balanced classroom is project-based learning. This is an idea that is in danger of being abandoned as schools and teachers try to consolidate instruction, maximize time efficiency, and focus on test preparation. However, projects are a key to student engagement and motivation. They allow students to examine topics in depth from a variety of perspectives and take greater ownership in the results of their efforts. Projects reward innovative thinking, allow hands-on learning, require teamwork, emphasize employability skills, and offer a context for learning that cannot be achieved in any other way. It is impractical to have the entire curriculum be project-based, but it is important to ensure that, at some point each year, students have an opportunity to apply what they have learned to something beyond recalled facts and completed tests.

A critical key to implementing project-based learning is for teachers to have fully developed project models. Useful models are carefully constructed and provide everything needed to make the projects work. Teachers may implement a project as it is designed, or follow the model to create a new project based on personal preferences, student needs, or curriculum demands.

This book includes all three of the critical elements just discussed:

- Standards-based content
- Differentiated instruction
- Project-based learning

The first section contains teacher-tested, researched differentiation strategies that lend themselves to classroom projects. These are brief, clearly described instructional concepts that can be quickly read, easily understood, and immediately put to use. The second section is composed of fully developed classroom projects in all core content areas that will engage your students in focused, meaningful learning experiences. The projects in English/language arts, math, science, and social studies are based on standards created by the following national organizations: the National Council of Teachers of English, the National Council of Teachers of Math, the National Research Council, and the National Council for the Social Studies. Most of the standards correspond to middle school learning objectives, but may be readily substituted with higher-level standards to fit a high school curriculum.

Now that you have the book in your hands, try browsing through it to find ideas that will work for you and your kids. Don't focus exclusively on what you already know or the content you teach. Just put yourself into a reflective mood and flip the pages. In your mind's eye you will see certain things working in your classroom. You will recognize that an idea may be just the thing for Felicia, or that an activity might really engage Jorge, or that a differentiation strategy might finally motivate Esther, raise the achievement of James, or challenge Erin. Try this: Write down the names of three students whom you work with and know well—one struggling, one on-target, and one advanced. Think about those three individuals as you browse, and ask yourself whether you are seeing ideas that would benefit all three. If so, you have the right book and you are ready to make good use of it.

About This Book

Part 1: The Differentiation Strategies

The first part of the book focuses on differentiation. The transition to differentiated instruction happens incrementally, and awareness is the first critical step. In this section we introduce you to a variety of terms, concepts, and practical ideas that will help you understand what it means to differentiate and how that might be accomplished through the use of classroom projects.

Each differentiation strategy in this section stands on its own in addition to being implemented in one or more of the projects in the next section. You will find descriptions of strategies that primarily differentiate instruction in three areas: content (what is taught), process (how students make sense of what is taught), or product (how students express their understanding of what is taught). You probably already know about some of the ideas presented here, and others you may have never heard of. All of the strategies are based on respected research and have been successfully employed in thousands of classrooms, including our own.

A Differentiation Strategy Matrix is provided on pages 13–16 to help you see at a glance what strategies are included and how each is aligned with one or more projects in this book.

Part 2: The Model Projects

The second part of the book provides fully developed, ready-to-use projects that focus on clearly identified content standards and one or more differentiation strategies. Although each project is unique, a common format has been used to organize the project materials. A description of the format follows. As you familiarize yourself with the projects, it is important to understand that they represent models: You may use them exactly as they are presented, but they can also be modified or serve as blueprints for entirely new projects that you create yourself.

Some of the projects are quite extensive, and the quantity of material may seem a bit overwhelming at first glance. Please consider what "fully developed" means, and remember that the purpose of each model project is to demonstrate how a diverse group of students can achieve similar results while following separate paths. Each path requires a different assignment, and thus there are multiple assignments provided for each project. In the end, students receive only the materials you (or they) decide they need to complete their individual project requirements.

Important note: Four additional bonus projects appear on the accompanying CD-ROM only, and not in the book. These four bonus projects follow the same format as the projects in the book.

Here is a description of the project materials:

PROJECT PLANNER

The Project Planner provides you with an overview of the project. It is divided into twelve sections:

Content Focus—Identifies the content area the project is built around.

Class Periods—Tells how many hour-long class periods the project is likely to require.

Project Scenario—Describes a role that students assume as they work on the project. The scenario is like a story that provides a learning context within which students are expected to complete specified tasks.

Project Synopsis—Briefly describes the project's key features and how it may be conducted.

Differentiation Strategies—Lists each differentiation strategy that is incorporated into the project. Detailed information is provided in the "Methods of Differentiation" section of the Project Planner.

Student Forms—Lists each student handout that is included with the project.

Content Standards—Lists nationally aligned content standards as the targeted learning expectations for the project.

How to Use This Project—Provides recommendations for step-by-step implementation of the project, as well as additional teaching ideas and tips.

Methods of Differentiation—Explains how the differentiation strategies embedded in the project are implemented and why they are effective.

Ideas for Extending or Modifying the Project—Suggests alternate ways of implementing or differentiating the project.

Suggested Content Modifications—Lists numerous ways the project might be tailored for use in other core content areas.

STUDENT MATERIALS

Introduction—This is a one- or two-page handout that all students receive before they begin their differentiated work, as a way of initiating the project. Its purpose is to briefly describe the project, present guidelines, and communicate to students that everyone is participating in the same project and will be doing the same kinds of things. The introduction includes these sections:

- Explanation Paragraph—The first paragraph tells students what the basic assignment is and what tasks are required of them.

- Project Scenario—The scenario is an imaginary situation that provides a context for the learning that will take place. The scenario:

  ✔ Assigns students a role to play.

  ✔ Describes the tasks that students will complete as they assume this role.

  ✔ Identifies the products that students will create or develop.

  ✔ Specifies how students will demonstrate or present their work.

  The effectiveness of the scenario is greatly enhanced by your willingness as the teacher to endorse it. If you choose not to promote the scenario, neither will students place much stock in it. If you enthusiastically endorse the scenario and encourage students to embrace the role they have been assigned, then it becomes a key to the success of the project. Two important points:

  1. The scenario allows you to assume a role also, if you choose. For example, you may become editor-in-chief, or campaign manager, or lead scientist. You can use your role to justify an increased emphasis on quality by holding students accountable for each task the scenario prescribes. If you

use the scenario in this way, you will find it becomes an ally in your attempt to motivate students to strive for higher achievement.

  2. The scenario provides a basis for emphasizing workplace readiness skills. You can establish expectations that students perform their tasks as if they were involved in a real situation. In other words, you can use the project scenario to talk with students about the skills that employers look for in their workers, and you can require that those skills be demonstrated in your students' work.

- Assignment—The final section of the introduction is the assignment, which is a concise explanation of the tasks students will undertake as they complete the project requirements. An important point to be made here is that, even though students will ultimately work from differentiated assignment sheets, the basic project format is the same for all students. Struggling students, on-target students, and advanced students will all do essentially the same things, but at different levels of complexity or with varying levels of teacher and peer support.

Assignment Sheets and Handouts—Each project includes a number of assignment sheets and handouts that support the project scenario. These materials are differentiated in a wide variety of ways, depending on the project. You provide students with the appropriate project materials, based on their readiness to learn, their interests, or their learning profile.

Assessment Sheet—Assessment checklists are provided for each project, usually as a separate sheet. In some cases, where a project has many assignment sheets for different levels of readiness or challenge, the assessment checklist for each level is included on the corresponding assignment sheet. It is a good idea to hand out and discuss the assessment checklist with students at the beginning of the project so they know what is expected. At the end of the project, you can allot time for students to complete the checklist, and you can complete a checklist for each student as well, if you choose.

However, the assessments are checklists, not actual rubrics. They cover applied skills, content knowledge, key concepts, and important elements of the project process. An intentional effort has been made to keep them simple and user friendly. You may decide to develop criteria for the items on a checklist to create a rubric. See the "Creating Assessment Rubrics" section on pages 48–51 for more detailed instructions and to see a sample rubric for one of the projects.

A Model Projects Matrix is provided on pages 52–53 to help you see at a glance what projects are included and how each is aligned with one or more differentiation strategies in this book. Also, the Content Standards Matrix on pages 54–63 is intended as a quick reference of all standards covered by the projects.

Teacher Forms

DIFFERENTIATION PLANNER

In addition to being used in the projects in this book, the differentiation strategies outlined in Part 1 can be integrated into various points of your curriculum during the school year. Use the Differentiation Planner on page 225 to begin this process.

PROJECT ORGANIZER

The Project Organizer on pages 226–227 can help you analyze individual projects and determine how each might be used or modified to fit your specific needs.

TECHNOLOGY PLANNER

A Technology Planner form is provided on page 228 to help you think of ideas for integrating technology into any project. *Teaching Beyond the Test* provides many opportunities to implement technology. If you or your school places a premium on technology-based student activities and demonstrations, then you will immediately recognize the potential for any of these projects to be supported or expanded with technology.

Recommended Resources

The "Recommended Resources" section on pages 229–231 provides brief descriptions of helpful books and Web sites pertaining to select strategies, projects, and other topics discussed in this book.

CD-ROM

The CD-ROM that accompanies this book includes all of the reproducible project forms and teacher forms listed on pages ix–x. All forms appear as view-only PDF documents. Some forms also appear as customizable Word documents, where appropriate. In addition, the CD-ROM contains four bonus projects: "Time Traveler" (English/Language Arts), "You Gotta Have an Angle" (Math), "Express Yourself" (Science), and "Hear Ye! Hear Ye!" (Social Studies). Everything that is needed to implement these projects is available on the CD-ROM, either as PDF documents or customizable Word documents. See the Model Projects Matrix for a brief description of each of these four bonus projects.

Getting Started with This Book

Teaching Beyond the Test is organized into two main parts: descriptions of eighteen useful differentiation strategies, and a section of model projects that details how these strategies would look in the classroom. The eight projects (along with the four bonus projects on the CD-ROM only) are complete with a teacher's Project Planner and Student Materials, most of them are reproducible and included on the CD-ROM.

The book can be used in a variety of ways, depending on your interests:

Part 1: The Differentiation Strategies

- Read over all of the strategies as a type of "quick course" on differentiated instruction.

- Turn to a strategy of interest to find out what it is, how it works, and how you could use it.

- Look up the project(s) that models the strategy you just read about.

- Find references to other resources cited for a particular strategy, in a footnote or in the Recommended Resources section.

Part 2: Model Projects

- Read through one project in its entirety—all of the projects have the same format.

- Look up projects by the content area that you teach.

- Look up projects by a differentiation strategy of interest.

- Peruse the "Suggested Content Modifications" section of each Project Planner to see how the project can be used with other core content areas.

- Check out the reproducibles in the "Student Forms" section—you may be able to use some of the materials even if you don't use the entire project.

- Browse the "Recommended Resources" section for suggested sources to use for each project.

The Candidates' Debate

Content Focus: English/Language Arts
Class Periods: 9

Project Scenario

Students have been hired to work on one of two presidential candidates' election campaign teams and to prepare and present a paper that will help the candidate communicate in debates his or her position on an important issue. First, the students must choose between two candidates based on their stances on a campaign issue. You will play the role of campaign manager for both candidates.

Project Synopsis

After receiving a campaign issue statement and discussing the pros and cons as a class, students choose to work for one of two presidential candidates: the one who is for the statement or the one who is against it. Students also choose which type of expert they will be as they prepare support materials for their candidate's position: statistician, screenwriter, journalist, politician, scientist, or sociologist. Class time is provided for students to do research, complete the assignment they chose, and present their work to the rest of the class.

Differentiation Strategies

- Choice-as-motivator
- Multiple intelligences
- Kids-teaching-kids

Student Forms

- Introduction
- Assignment Sheet: Statistician
- Assignment Sheet: Screenwriter
- Assignment Sheet: Journalist
- Assignment Sheet: Politician
- Assignment Sheet: Scientist
- Assignment Sheet: Sociologist
- Assessment Sheet

Content Standards*

1. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

2. Students employ a wide range of strategies as they write and use different writing-process elements appropriately to communicate with different audiences for a variety of purposes.

3. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

4. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

5. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information to create and communicate knowledge.

6. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Standards for the English Language Arts are from the National Council of Teachers of English (NCTE).

The Candidates' Debate | Project Planner   *continued*

7. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

How to Use This Project

Follow these steps to implement "The Candidates' Debate":

BEFORE YOU BEGIN

1. Identify a specific current national issue on which to focus the project.

2. Compose a campaign issue statement in the style of a debate resolution. For example,

Resolved: "Legislating a mandatory cap on greenhouse gas emissions is the first step the U.S. government should take to combat global warming."

3. In the project scenario, Candidate A supports the resolution. On your own, develop a list of arguments that this candidate might make to support his or her position. You will introduce these arguments to the class only if they don't think of them on their own, but it is important for you to identify them ahead of time so that you are prepared to offer them if necessary.

4. In the scenario, Candidate B opposes the resolution. Develop a list of arguments that this candidate might make to support his or her position. Again, you will give these arguments to the class only if they don't think of them on their own.

5. This is a research project. Before beginning, consider these issues related to research:

- The project includes a specific requirement that each student use and properly cite two Internet sources. You may also want to require information from books and/or periodicals. In the case of the example resolution topic, global warming, the Web is where students will find a wealth of the most up-to-date information. Students will need Internet access to complete this part of the project.

- You may want to provide links to pre-identified Internet sites to help students get started. See suggestions in "Recommended Resources" on pages 229–230.

- If you expect students to follow specific research guidelines, be sure to clearly define your expectations and give them to students in written form at the outset of the project.

6. Decide what your expectations will be for the written position papers and for the oral presentations. The latter may include requirements for visual materials and guidelines regarding the use of notes, outlines, or other written prompts during the presentation.

7. Schedule class time for completing project requirements. The project is designed to last nine class periods:

- Period 1: Project introduction and class discussion of the campaign issue statement. (*Optional:* You may want to use two class periods here: one period to introduce the project and the campaign issue statement and have students do preliminary research about the topic, and another period to discuss the topic as a class.)

- Period 2: Students choose a presidential candidate, identify an area of expertise, and begin filling out the Position Paper Proposal.

- Period 3: Students continue working and hand in their Position Paper Proposal for approval.

- Period 4: Students receive approval to begin researching and writing their position papers.

- Period 5: Students continue writing their papers.

- Period 6: Students finish writing their papers and begin preparing for oral presentations.

- Period 7: Students make final oral presentations.

The Candidates' Debate | **Project Planner**

- Period 8: Students make final oral presentations.
- Period 9: Students make final oral presentations and complete the Assessment Sheet.

IMPLEMENT THE PROJECT

1. Hand out the Introduction and Assessment Sheet, and explain the project. Go over the points on the assessment so that students understand how their project will be graded.

2. Give students the campaign issue statement that you have created for the project, and have them record it on their Introduction handout. The statement should be in the form of a debate resolution.

3. Conduct a class discussion during which students think of supportive arguments for both sides of the issue. Use two flip charts or chalkboards to record the arguments, one for each candidate. For example, suppose the issue statement is this:

   Resolved: "Legislating a mandatory cap on greenhouse gas emissions is the first step the U.S. government should take to combat global warming."

   In this case the class will discuss arguments that support the idea of legislating caps on emissions and arguments that do not support this approach. Record each idea for the appropriate candidate. Encourage students to be open-minded and to think of arguments for both sides. Try to elicit as many ideas as you can from the class before offering your own suggestions. The more arguments that originate from students, the better.

4. Have each student choose a presidential candidate for whom to write a position paper. Candidate A supports the resolution and Candidate B opposes it.

5. Let students examine the assignment sheets for the six areas of expertise: statistician, screenwriter, journalist, politician, scientist, and sociologist. Students may support their candidate's position from any one of these

perspectives, using the voice of an expert from the chosen field.

6. Give each student the assignment sheet for the area of expertise he or she chooses. The assignment sheet provides the necessary guidelines for composing a position paper and includes a Position Paper Proposal form that must be filled out and submitted to you for approval before writing can begin.

7. Provide time for students to complete the proposals on their assignment sheets; this will include accessing sites on the Internet.

8. At a designated time, students will turn in their completed Position Paper Proposal and Citing Internet Sources forms for you to evaluate. If you have added research requirements such as note cards, an outline, or a graphic organizer, they should be handed in at the same time. Once you approve the forms and have all the required items, sign the Position Paper Proposal.

9. After students receive approval to move on to the writing phase, they will begin researching and composing a position paper using the voice of an expert in the field they have chosen.

10. Upon completion of the position paper, students prepare to present their information orally. Again, this presentation is to be done in the voice of an expert.

11. Consider allowing students to take unconventional approaches to their oral presentations. The expert voices that they are encouraged to use also provide an opportunity for creative students to come up with unique ideas for their presentations. For example, the screenwriter area of expertise might lend itself to an actual performance. In this case, the writer may need support from friends. The scientist, on the other hand, may want to use multimedia with video to help illustrate a point. Students should be encouraged to make these kinds of choices about their presentations.

The Candidates' Debate | **Project Planner** *continued*

Methods of Differentiation

The primary methods of differentiation for this project are choice-as-motivator, multiple intelligences, and kids-teaching-kids. First, students choose which side of the campaign issue to support by deciding which candidate they want to work for. In addition, each of the six areas of expertise offers a different way of approaching the assignment, a different voice with which to present the same information. Students may choose the approach that interests them most. The reason one area of expertise may be more interesting to a student than others is likely related to that student's intelligence preference. For example, the student who is strong in mathematics and logic will probably prefer the voice of a statistician or a scientist. Linguistically inclined students are more likely to choose to be journalists or politicians. Students with strong interpersonal skills may prefer the role of sociologist or politician. Students who are "body smart" may choose to be screenwriters (and perform their work rather than present it). And so forth.

This project also employs the kids-teaching-kids strategy. Giving students the responsibility to gather, organize, and present information to others results in greater understanding on the part of those who teach. Audience members learn as well, but the kids-teaching-kids strategy specifically focuses on the educational value of having students assume the role of teacher.

Ideas for Extending or Modifying the Project

1. Modify the scenario to focus on a race for governor or mayor. This allows your class to study a local issue, but resources may be more difficult to locate.

2. Add other areas of expertise. For example, you might expand the list to include artist, poet, musician, doctor, lawyer, engineer, or teacher/professor.

3. For a different kind of differentiation, use a cubing activity that adds an element of chance (see "Cubing" on pages 30–31 for more detail). For example, have each student roll a die to determine which candidate he or she will support. An odd number on the die indicates Candidate A and an even number indicates Candidate B. As in a debate class, students must be ready to defend either side of the resolution. You can also have a roll of the die determine which area of expertise each student will assume. Roll a 1 and you are a statistician; roll a 2 and you are a screenwriter; and so forth. In this case, you may want to offer an optional second roll so that students are not absolutely stuck with a role they don't want.

4. Have students present both sides of the issue in their position papers. For example, describe the pros and cons of legislating caps on greenhouse gas emissions from the perspective of statisticians.

5. Create a class glossary of words and phrases related to the topic and have students contribute to it as they work on the project. Spend time during the writing process discussing with students how to strengthen their papers with more powerful or descriptive vocabulary.

6. Have each student choose one sentence from his or her position paper that could be used as a pull-quote if the paper were published in a journal or magazine. This is a sentence from the piece that the student deems exceptionally descriptive, engaging, or insightful. Instruct each student to underline the weakest word or phrase in the pull-quote and think of a way to strengthen it to make the sentence even more compelling.

7. Create campaign buttons or bumper stickers using the slogans that students used as titles for their position papers.

8. Conduct a vote on the campaign issue at the end of the project. Create a ballot and have students in the class cast votes. This idea can be taken beyond the classroom to the entire

school by giving students on each side of the issue an opportunity to present their case to the school and then have a school-wide vote.

9. Modify the project to help struggling learners complete it successfully. Here are three possibilities:

- Work directly with students to ensure that they identify relevant, useful, understandable resources that are clearly related to the topic and written at an appropriate reading level.

- Choose two of the six areas of expertise and scaffold them with suggestions, graphic organizers, resources, instructions, checklists, explanations, guiding questions, templates, examples, rubrics, and so forth. Ask struggling students to choose between these two, rather than from all six, so that you can give them carefully targeted additional support. (Of course, you may scaffold three or more areas of expertise in this way. Doing two is merely a way to make less work for you while still giving students a choice.)

- Establish a "briefing" schedule with each student. During briefings, a student spends thirty to sixty seconds telling (and showing) you what he or she has accomplished since the last briefing, so that you can monitor progress and provide support.

Suggested Content Modifications

SCIENCE

Formulate a campaign issue statement that relates to concepts you will cover in your textbook. Students could begin their research with the textbook and search for additional information on the Internet. For example, if you teach biology, the resolution could be: "The United States needs to allocate more money and resources for stem cell research." As in this project, students choose (or are assigned to) a candidate who either supports or refutes this statement and choose (or are assigned to) an area of expertise from which to present their arguments.

SOCIAL STUDIES

Choose a topic that focuses on the social studies standards that you teach, and write a resolution that incorporates this information. For example, if you teach economics, the resolution could be: "The North American Free Trade Agreement (NAFTA) should be revised to correct some of the problems that have resulted since it was implemented January 1, 1994."

MATH

Here is a sample math resolution: "For U.S. students to be more internationally competitive in mathematics, we should revamp our math curriculum so that fewer concepts are taught and they are covered more in-depth." For this resolution, you could ask your students to give each expert's perspective on the issue, and also to show how sample math problems from your curriculum might be covered more in-depth.

The Candidates' Debate
Introduction

Name: _____ **Date:** _____

This project asks you to take a position on a current issue by writing a research paper. Your perspective will be that of a political adviser with a specific area of expertise. In that role, your task is to compose and present a position paper for a presidential candidate.

Project Scenario

There is a presidential election approaching, and you have decided to actively support a candidate whose beliefs and positions closely align with your own. The campaign manager (a.k.a. your teacher) has selected teams of people to focus on various targeted issues. Because of your writing skills, area of expertise, and commitment to your candidate, you have been assigned to one of these teams and asked to prepare a paper that will help the candidate make his or her case to the American people. When it is finished, you will present the paper orally to the manager and the campaign team (a.k.a. your class). Everything in the paper must be clear, correct, and convincing. Its purpose is to help get your candidate elected!

This is the campaign issue statement:

Resolved: "That _____

_____

_____."

I have joined the campaign staff of:

☐ Candidate A, who supports the issue as it is stated above.

☐ Candidate B, who opposes the issue as it is stated above.

Assignment

1. Participate in a discussion with your campaign team to identify examples, points of view, and supporting details for both sides of the issue. The purpose of this discussion is to clearly establish the point of view of each candidate. Your opinions are important during this discussion, so please share them. There is no right or wrong position, but it is critical to determine what the two candidates believe as they go into the campaign. It will be your job as a political adviser to choose a side to support with a researched position paper.

2. Decide what kind of expert you want to be for this project. Each area of expertise requires a different type of position paper, and each has its own assignment sheet. You may examine the assignment sheets before choosing. The assignment sheets provide more detailed information about project requirements and expectations. For this project, you may choose to be a:

☐ Statistician

☐ Screenwriter

☐ Journalist

☐ Politician

☐ Scientist

☐ Sociologist

3. Conduct research to locate accurate information that supports the position you are taking.

- If you are expected to follow specific research guidelines, your campaign manager will provide them.
- Use at least two reliable Internet resources with correct citations.

4. Complete the Position Paper Proposal on your assignment sheet and have it approved by your campaign manager before writing your paper.

5. Write a position paper based on the tasks outlined on your assignment sheet.

6. Present your paper orally to the campaign team.

The Candidates' Debate
Assignment Sheet
Area of Expertise: Statistician

Name: _____ **I Support Candidate:** _____ **Date:** _____

As a statistician you will write a paper that includes at least one table, chart, or graph that your candidate can use to illustrate and support points during speeches and presentations. The candidate wants to be able to show voters why his or her position is sound, and data presented in visual form will help with this. Along with the visual representation of data, your paper should provide a clear written explanation of what the information shows and how it supports the candidate's position. After completing the position paper, you will present it orally. This will be your opportunity to support the candidate's perspective with researched data, not just opinion.

Complete the Position Paper Proposal and turn it in to the campaign manager (a.k.a. your teacher) for approval. Once approval has been given, you may begin writing the paper and preparing for your presentation.

Position Paper Proposal

List three descriptive keywords or phrases that are directly related to the issue.

1. _____

2. _____

3. _____

For this project you are required to use the Internet as a resource. Find at least two specific online sources that provide useful information about your topic and cite them below. Use only reputable Web sites for your research.

INTERNET SOURCE #1

1. Name of author and/or editor: _____

2. Title of the work:_____

3. Date of electronic publication or posting (month, day, year):_____

4. Name of publisher:_____

5. Date that you accessed information on the site (month, day, year):_____

6. The Web site URL (address):_____

INTERNET SOURCE #2

1. Name of author and/or editor: _____

2. Title of the work:_____

3. Date of electronic publication or posting (month, day, year):_____

4. Name of publisher:_____

5. Date that you accessed information on the site (month, day, year):_____

6. The Web site URL (address):_____

Record the three strongest reasons you can think of for a voter to support your candidate's position on this issue:

1. _____

2. _____

3. _____

Choose at least one of the reasons and describe what kinds of data you will use to help your candidate make his or her case.

_____

_____

How do you intend to represent the data (table, chart, graph, other)?

_____

_____

On a separate sheet of paper, make a sketch of the table, chart, or graph that you will create. Show its layout and what title and labels you will use. You do not need to include the actual data on this sketch.

Compose a campaign slogan that conveys the candidate's stand on the issue. The slogan must be seven words or fewer. Use the slogan as the title of your paper.

Slogan:_____

Approval to write this position paper is granted by: _____

The Candidates' Debate
Assignment Sheet
Area of Expertise: Screenwriter

Name: _____ **I Support Candidate:** _____ **Date:** _____

As a screenwriter you will compose a paper that describes a scene from a play or TV show that supports your candidate's position. The paper will incorporate important points and present key information to make your candidate's position clear and compelling. For example, you might design a scene in which characters who know about the topic discuss it in a setting such as an interview, telephone conversation, news broadcast, or debate. After completing the paper, you will present it (or perform it) for the campaign team (a.k.a. your class), with help from other campaign members if necessary. This will be your opportunity to support the candidate's perspective with researched data, not just opinion.

Complete the Position Paper Proposal and turn it in to the campaign manager (a.k.a. your teacher) for approval. Once approval has been given, you may begin writing the paper and preparing for your presentation.

Position Paper Proposal

List three descriptive keywords or phrases that are directly related to the issue.

1. _____

2. _____

3. _____

For this project you are required to use the Internet as a resource. Find at least two specific online sources that provide useful information about your topic and cite them below. Use only reputable Web sites for your research.

INTERNET SOURCE #1

1. Name of author and/or editor: _____

2. Title of the work:_____

3. Date of electronic publication or posting (month, day, year):_____

4. Name of publisher:_____

5. Date that you accessed information on the site (month, day, year):_____

6. The Web site URL (address):_____

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INTERNET SOURCE #2

1. Name of author and/or editor: _____

2. Title of the work:_____

3. Date of electronic publication or posting (month, day, year):_____

4. Name of publisher:_____

5. Date that you accessed information on the site (month, day, year):_____

6. The Web site URL (address):_____

Record the three strongest reasons you can think of for a voter to support your candidate's position on this issue:

1. _____

2. _____

3. _____

Choose one of the reasons for supporting the candidate's position and describe the key points you will build into your paper to help convince an audience that this reason is powerful and believable.

_____

_____

What is the setting for the scene (for example, a news broadcast or a science conference)?

_____

_____

On a separate sheet of paper, describe the characters who will be in the scene and explain how you will have them present information to an audience using dialogue, setting, props, and so forth.

Compose a campaign slogan that conveys the candidate's stand on the issue. The slogan must be seven words or fewer. Use the slogan as the title of your paper.

Slogan:_____

Approval to write this position paper is granted by: _____

The Candidates' Debate

Assignment Sheet
Area of Expertise: Journalist

Name: _____ **I Support Candidate:** _____ **Date:** _____

As a journalist you will write a paper in the form of a newspaper editorial that favors your candidate's position while still offering an unbiased analysis of the issue. Your candidate wants to see how his or her position might be described in the media. Being "unbiased" means that when you discover information that supports an opposing or differing view from that of your candidate, you should mention it. Your job is to present the issue from the perspective of a journalist who has an opinion but still looks at the issue from all sides. After completing the position paper, you will present it orally. This will be your opportunity to support the candidate's perspective with researched data, not just opinion.

Complete the Position Paper Proposal and turn it in to the campaign manager (a.k.a. your teacher) for approval. Once approval has been given, you may begin writing the editorial and preparing for your presentation.

Position Paper Proposal

List three descriptive keywords or phrases that are directly related to the issue.

1. _____

2. _____

3. _____

For this project you are required to use the Internet as a resource. Find at least two specific online sources that provide useful information about your topic and cite them below. Use only reputable Web sites for your research.

INTERNET SOURCE #1

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2. Title of the work:_____

3. Date of electronic publication or posting (month, day, year):_____

4. Name of publisher:_____

5. Date that you accessed information on the site (month, day, year):_____

6. The Web site URL (address):_____

INTERNET SOURCE #2

1. Name of author and/or editor: _____

2. Title of the work:_____

3. Date of electronic publication or posting (month, day, year):_____

4. Name of publisher:_____

5. Date that you accessed information on the site (month, day, year):_____

6. The Web site URL (address):_____

Record the three strongest reasons you can think of for a voter to support your candidate's position on this issue:

1. _____

2. _____

3. _____

Choose one of the reasons for supporting the candidate's position and describe the key points you will build into your paper to help convince an audience that this reason is powerful and believable.

_____

_____

On a separate sheet of paper, record the who, what, when, why, and how information that you intend to include in your paper.

Compose a campaign slogan that conveys the candidate's stand on the issue. The slogan must be seven words or fewer. Use the slogan as the headline or title of your paper.

Slogan:_____

Approval to write this position paper is granted by: _____

The Candidates' Debate
Assignment Sheet
Area of Expertise: Politician

Name: _____ **I Support Candidate:** _____ **Date:** _____

As a politician you will write a "take a stand" paper that strongly and positively supports your candidate's position while also pointing out some of the weaknesses of the position taken by the other candidate. This paper could be used as a political speech. Its purpose is to develop an effective argument, support the argument with solid evidence, and present the evidence in a convincing manner. You want voters to read the paper (or hear the speech) and say, "I agree with that!" After completing the position paper, you will present it orally. This will be your opportunity to support the candidate's perspective with researched data, not just opinion.

Complete the Position Paper Proposal and turn it in to the campaign manager (a.k.a. your teacher) for approval. Once approval has been given, you may begin writing the paper and preparing for your presentation.

Position Paper Proposal

List three descriptive keywords or phrases that are directly related to the issue.

1. _____

2. _____

3. _____

For this project you are required to use the Internet as a resource. Find at least two specific online sources that provide useful information about your topic and cite them below. Use only reputable Web sites for your research.

INTERNET SOURCE #1

1. Name of author and/or editor: _____

2. Title of the work:_____

3. Date of electronic publication or posting (month, day, year):_____

4. Name of publisher:_____

5. Date that you accessed information on the site (month, day, year):_____

6. The Web site URL (address):_____

continues ☞

INTERNET SOURCE #2

1. Name of author and/or editor: _____

2. Title of the work:_____

3. Date of electronic publication or posting (month, day, year):_____

4. Name of publisher:_____

5. Date that you accessed information on the site (month, day, year):_____

6. The Web site URL (address):_____

Record the three strongest reasons you can think of for a voter to support your candidate's position on this issue:

1. _____

2. _____

3. _____

Choose one of the reasons for supporting the candidate's position and describe the key points you will build into your paper to help convince an audience that this reason is powerful and believable.

_____

_____

On a separate sheet of paper, describe the best argument you can think of that will help convince voters that your candidate's opponent is wrong on this issue. Include this argument in your paper.

Compose a campaign slogan that conveys the candidate's stand on the issue. The slogan must be seven words or fewer. Use the slogan as the title of your paper.

Slogan:_____

Approval to write this position paper is granted by: _____

The Candidates' Debate
Assignment Sheet
Area of Expertise: Scientist

Name: _____ **I Support Candidate:** _____ **Date:** _____

As a scientist you will write a paper that provides a factual, scientific basis for your candidate's position. The opposition will likely cite scientific evidence to back up its arguments, so your candidate wants to be well informed about such things as key theories, discoveries, ideas, background knowledge, and the potential for scientific advancement related to this campaign issue. It is important your candidate be prepared to debate the issue with clear, accurate information that supports his or her position. After completing the position paper, you will present it orally. This will be your opportunity to support the candidate's perspective with researched data, not just opinion.

Complete the Position Paper Proposal and turn it in to the campaign manager (a.k.a. your teacher) for approval. Once approval has been given, you may begin writing the report and preparing for your presentation.

Position Paper Proposal

List three descriptive keywords or phrases that are directly related to the issue.

1. _____

2. _____

3. _____

For this project you are required to use the Internet as a resource. Find at least two specific online sources that provide useful information about your topic and cite them below. Use only reputable Web sites for your research.

INTERNET SOURCE #1

1. Name of author and/or editor: _____

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5. Date that you accessed information on the site (month, day, year):_____

6. The Web site URL (address):_____

INTERNET SOURCE #2

1. Name of author and/or editor: _____

2. Title of the work:_____

3. Date of electronic publication or posting (month, day, year):_____

4. Name of publisher:_____

5. Date that you accessed information on the site (month, day, year):_____

6. The Web site URL (address):_____

Record the three strongest reasons you can think of for a voter to support your candidate's position on this issue:

1. _____

2. _____

3. _____

Choose one of the reasons for supporting the candidate's position and describe the key points you will build into your paper to help convince an audience that this reason is powerful and believable.

_____

_____

On a separate sheet of paper, record two areas of science (examples include astronomy, ecology, biology, chemistry, physics, climatology, geology, archeology, medicine, technology, and so forth) and explain how the candidate's position is related to each area. Use this information in the paper.

Compose a campaign slogan that conveys the candidate's stand on the issue. The slogan must be seven words or fewer. Use the slogan as the title of your paper.

Slogan:_____

Approval to write this position paper is granted by: _____

The Candidates' Debate

Assignment Sheet
Area of Expertise: Sociologist

Name: _____ **I Support Candidate:** _____ **Date:** _____

As a sociologist you will write a paper that looks at the social implications of the issue and how your candidate's position will affect specific groups of people, or Americans in general. This is likely to be a positive impact that benefits people if it is to encourage voters to support your candidate, although you may point out negative impacts as well. Your candidate wants to connect at an emotional level with voters, and this paper will help. It is important to be prepared to debate the issue with clear, accurate information that supports his or her position. After completing the position paper, you will present it orally. This will be your opportunity to support the candidate's perspective with researched data, not just opinion.

Complete the Position Paper Proposal and turn it in to the campaign manager (a.k.a. your teacher) for approval. Once approval has been given, you may begin writing the paper and preparing for your presentation.

Position Paper Proposal

List three descriptive keywords or phrases that are directly related to the issue.

1. _____

2. _____

3. _____

For this project you are required to use the Internet as a resource. Find at least two specific online sources that provide useful information about your topic and cite them below. Use only reputable Web sites for your research.

INTERNET SOURCE #1

1. Name of author and/or editor: _____

2. Title of the work:_____

3. Date of electronic publication or posting (month, day, year):_____

4. Name of publisher:_____

5. Date that you accessed information on the site (month, day, year):_____

6. The Web site URL (address):_____

continues ☛

INTERNET SOURCE #2

1. Name of author and/or editor: _____

2. Title of the work:_____

3. Date of electronic publication or posting (month, day, year):_____

4. Name of publisher:_____

5. Date that you accessed information on the site (month, day, year):_____

6. The Web site URL (address):_____

Record the three strongest reasons you can think of for a voter to support your candidate's position on this issue:

1. _____

2. _____

3. _____

Choose one of the reasons for supporting the candidate's position and describe the key points you will build into your paper to help convince an audience that this reason is powerful and believable.

_____

_____

On a separate sheet of paper, identify two demographics (groups of people who share one or more of the following characteristics: gender, ethnicity, age, income level, health status, education level, type of employment, religion, residence, and so forth) and explain how your candidate's position affects each group. Use this information in the report.

Compose a campaign slogan that conveys the candidate's stand on the issue. The slogan must be seven words or fewer. Use the slogan as the title of your paper.

Slogan:_____

Approval to write this position paper is granted by: _____

The Candidates' Debate
Assessment Sheet

Name: _____ **Date:** _____

Area of Expertise: _____

POSITION PAPER PROPOSAL

☐ Chose a candidate to support, based on the candidate's position on a clearly defined issue.

☐ Identified three keywords or phrases directly related to the issue.

☐ Discovered two reliable Internet sources that provide accurate, useful information about the issue.

☐ Cited each Internet source, using a correct citation form for each source.

☐ Recorded three convincing reasons for voters to support the candidate's position.

☐ Chose one reason and described key points that correctly and appropriately support it.

☐ Included required information on the Position Paper Proposal.

☐ Developed an appropriate, descriptive campaign slogan of seven words or less.

POSITION PAPER

☐ Composed a well-written research paper appropriate for a specific audience.

☐ Included accurate information about the issue.

☐ Sequenced information in ways that make it clear and easy to understand.

☐ Included recognizable, appropriate organizational patterns.

☐ Exhibited a personal writing style that enhances the message.

☐ Used a variety of grammatical structures.

☐ Used correct spelling conventions.

☐ Produced a persuasive piece that effectively presents the candidate's position on the issue.

ORAL PRESENTATION

☐ Opened the presentation with an interesting and engaging beginning.

☐ Presented enough accurate, well-organized information to thoroughly cover the topic.

☐ Used correct vocabulary and understood what all words meant.

☐ Spoke loudly and clearly enough for everyone in the audience to hear and understand.

☐ Spoke slowly and distinctly, using an expressive tone of voice.

☐ Maintained regular eye contact with a variety of people in the audience.

☐ Demonstrated appropriate posture, body movement, and facial expressions.

☐ Ended the presentation with a well-developed conclusion statement.

☐ Provided a concise, thoughtful description of the central idea when asked.

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Differentiation Strategy Matrix

Strategies can be used with any content area. Projects model how a strategy can be used with specific content. The assignment of each strategy to a specific curricular element (content, process, or product) is necessarily ambiguous, as the three elements naturally overlap. The alignment here is based primarily on the way a strategy is used in the projects in this book.

Differentiation Strategy	See Pages	Differen-tiated By	Descriptor	Model Project(s)	Content Area(s)	See Pages
All-Most-Some	17–19	Content	A course and unit planning strategy where critical content that all students must learn to understand the discipline is identified. Beyond this level is content that most students will master and content that only some students will master.	Life on Planet X	Life Science	126–152
Curriculum Compacting	19–20	Content	Compacting allows students to move beyond material they already know, through the use of contracts that spell out what they will do instead of the regular curriculum. Compacting can be used to eliminate repetition of mastered content or skills, increase the challenge level, or provide time for further study of concepts taught in the regular curriculum.	Math Investment Plan	Math	96–115
Flexible Grouping	20–22	Content	Flexible grouping means that students are grouped and regrouped as appropriate for particular activities. It does not create permanent groups or label students in any way. Grouping may be based on interest, choice, multiple intelligences, readiness, and so forth.	Continental Cubing Competition	English/ Language Arts	84–95
Scaffolding	22–24	Content	Everyone is given the same assignment, but scaffolding (more support) is provided for struggling learners.	Express Yourself	Science	CD-ROM
1-2-4 Present!	24–25	Process	A grouping strategy that allows students to study individually, collaborate as partners, and finally join in a group of four to prepare and present their work.	Moments in Time	Social Studies	169–197

continues ☛

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Differentiation Strategy	See Pages	Differen-tiated By	Descriptor	Model Project(s)	Content Area(s)	See Pages
Bloom's Taxonomy	25–27	Process	The six levels of thinking Bloom identified provide a tool for adding rigor and relevance to the lessons we teach. Bloom's wording has been revised to more accurately reflect the nature of thinking.	One World	Social Studies	198–224
Bring-Something-to-the-Group	27–28	Process	Students complete basic assignments individually before being placed in groups for a project or activity. They must show through this first assignment that they are willing to work and contribute before they are allowed to join a group.	The Mathematute	Math	116–125
Clock Partners	28–30	Process	Partners are chosen or assigned and kept on record for an extended period of time, allowing you to group students quickly and smoothly (e.g., "Meet with your 3 o'clock partner for this activity").	Message in a Capsule	Earth/Space Science	153–168
Cubing	30–31	Process	A novel way to offer different perspectives of the same topic. Students roll a numbered die to determine which one of six assignments they will work on.	Continental Cubing Competition	English/Language Arts	84–95
Jigsaw Grouping	31–33	Process	A cooperative learning strategy where students meet in small groups to become experts on a topic before rejoining their home base groups to share information and complete the assignment.	Hear Ye! Hear Ye!	Social Studies/History	CD-ROM
Kids-Teaching-Kids	33–35	Process	Students present what they've learned to each other, which helps them retain essential information at a higher rate than most other instructional methods. This strategy shows trust in a student's ability to learn, and helps students realize they can learn from each other and aren't dependent on a teacher for learning to occur.	Hear Ye! Hear Ye! The Candidates' Debate	Social Studies/History English/Language Arts	CD-ROM 64–83

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DIFFERENTIATION STRATEGY MATRIX *continued*

Differentiation Strategy	See Pages	Differentiated By	Descriptor	Model Project(s)	Content Area(s)	See Pages
Task Sheets	35–37	Process	Task sheets provide specific guidelines that clearly explain or show what students are expected to do as they work independently. These sheets allow you to answer questions, monitor progress, or handle problems rather than having to repeatedly explain the assignment.	You Gotta Have an Angle	Math	CD-ROM
Tiered Assignments	36–39	Process	Three difficulty levels of the same assignment are developed to ensure that struggling, on-target, and advanced students master the lesson's benchmarks.	Continental Cubing Competition	English/Language Arts	84–95
				Hear Ye! Hear Ye!	Social Studies/History	CD-ROM
				The Mathematute	Math	116–125
				Moments in Time	Social Studies	169–197
Anchor Activities	38–41	Product	Anchor activities are meaningful, engaging opportunities available to students who complete required work before the rest of the class. Students work independently on anchor activities according to rules and guidelines that you establish before the required lesson begins.	Life on Planet X	Life Science	126–152
				Math Investment Plan	Math	96–115
Choice Boards	41–42	Product	When students complete required assignments at different rates, they can go to a choice board and choose options for additional activities that build on the project's basic requirements. Choice boards can also be designed to provide options for students on a designated "activity" day, or to offer assignments based on demonstrated proficiency. There are many variations for implementing choice boards.	Life on Planet X	Life Science	126–152

continues ☛

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DIFFERENTIATION STRATEGY MATRIX *continued*

Differentiation Strategy	See Pages	Differen- tiated By	Descriptor	Model Project(s)	Content Area(s)	See Pages
Choice-as- Motivator	42–43	Product	Choice allows students to take ownership of their work and gain a sense of independence. You can offer choice of content, process, or product in a wide variety of ways to motivate students.	Time Traveler	English/ Language Arts	CD-ROM
				The Candidates' Debate	English/ Language Arts	64–83
				Message in a Capsule	Earth/Space Science	153–168
Multiple Intelligences	43–45	Product	Multiple intelligences influence how students approach learning. Addressing all multiple intel- ligences by varying the way you deliver curriculum, and by offering options for student expression, can profoundly improve student achievement.	One World	Social Studies	198–224
				Mathematute	Math	116–125
				The Candidates' Debate	English/ Language Arts	64–83
Tic-Tac-Toe	45–46	Product	Nine assignments are developed for the nine squares of a tic-tac-toe board. Students choose any three assignments that line up vertically, horizontally, or diagonally. The position of each assignment on the tic-tac-toe board can be carefully crafted so that any line choice includes the things you want students to learn.	One World	Social Studies	198–224

Model Projects Matrix

Ready-to-use projects model how one or more differentiation strategies can be used with specific content.
All strategies can potentially be used with all projects. Model projects may be adapted to fit other content areas.

Model Project	Project Scenario	See Pages	Content Area	Differentiation Strategy
The Candidates' Debate	Students choose a role/perspective from which to create material for a presidential candidate's platform on a specific topic.	64–83	English/Language Arts	• Choice-as-Motivator • Multiple Intelligences • Kids-Teaching-Kids
Continental Cubing Competition	Students prepare to represent their school district at the annual Continental Cubing Competition in the area of literature.	84–95	English/Language Arts	• Flexible Grouping • Tiered Assignments • Cubing
Time Traveler	Time travelers go back in time from the year 2099 to learn about popular culture in the early 21st century.	CD-ROM ONLY	English/Language Arts	• Choice-as-Motivator
Math Investment Plan	Math entrepreneurs learn how to invest their class time wisely to expand their math knowledge.	96–115	Math	• Curriculum Compacting • Anchor Activities
The Mathematute	Mathematicians prepare and present the solution to a problem at a mathematics conference.	116–125	Math	• Tiered Assignments • Bring-Something-to-the-Group • Multiple Intelligences
You Gotta Have an Angle	Treasure hunters complete a basic training in trigonometry so they can solve the clues that will lead them to a buried treasure.	CD-ROM ONLY	Math	• Task Sheets
Express Yourself	Students create artwork for a Web site that expresses an aspect of the consequences resulting from human interaction with the environment.	CD-ROM ONLY	Science	• Scaffolding

continues ☛

MODEL PROJECTS MATRIX *continued*

Model Project	Project Scenario	See Pages	Content Area	Differentiation Strategy
Life on Planet X	A scientific space-exploration team is sent to explore and document life on a new planet just discovered in our solar system.	126–152	Life Science	• All-Most-Some • Choice Boards • Anchor Activities
Message in a Capsule	A scientific research team prepares documents about our solar system for a special interstellar communication capsule called the Life Finder.	153–168	Earth/Space Science	• Clock Partners • Choice-as-Motivator
Hear Ye! Hear Ye!	Documentary film teams produce a documentary about an important event in American history.	CD-ROM ONLY	Social Studies/History	• Jigsaw Grouping • Tiered Assignments • Kids-Teaching-Kids
Moments in Time	Historians research events and create informative timelines for "clickable" classroom wall webs.	169–197	Social Studies	• 1-2-4 Present! • Tiered Assignments
One World	Social science experts research cultures and make recommendations to the International Olympic Games Committee about how to host visitors from around the world.	198–224	Social Studies	• Tic-Tac-Toe • Bloom's Taxonomy • Multiple Intelligences

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We provide books, games, cards, DVDs, assessment materials and other resources to assist with:

- *Special Education*
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ADDRESS			
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PAYMENT DETAILS

PAYMENT METHOD (please tick one)	CHEQUE ☐ CREDIT CARD ☐ INVOICE SCHOOL ☐	PURCHASE ORDER NUMBER (for school orders)	
CARD NUMBER		EXPIRY DATE	
NAME ON CARD			
SIGNATURE			