



**Bridges PCS**  
**Take Aim and Grow (TAAG)**  
**Enrichment Program Guidebook**  
**Grades K-4**  
SY 2016-2017

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# Bridges PCS TAAG 2016-2017 Goals

The purpose of the Take Aim and Grow Enrichment Program (TAAG) is to provide challenging academic and experiential learning opportunities that promote critical thinking and enhance the educational experience for the advanced learners at Bridges Public Charter School. There are two components to TAAG:

- Differentiated classroom instruction with targeted considerations for the academic needs of advanced learners, and
- Group projects facilitated by staff in weekly pullout sessions.



## Program Participation Criteria

The TAAG enrichment program is open to students in grades K-4 who are reading or demonstrating proficiency two or more grade levels above their academic grade. Students who participate in the program during the 1<sup>st</sup> semester are automatically eligible to participate during the 2<sup>nd</sup> semester. Students will be grouped by grades, as follows: K-1, 2-4.

Election to participate in the group pullout sessions is optional for students who meet the criteria, but after electing to participate, students are required to complete the program each semester in which they choose to participate.

The goals of the TAAG enrichment program are for students to:

**Goal 1:** Pursue studies of in-depth, complex content in areas of strength and interest

**Goal 2:** Develop skills in logical reasoning and critical thinking through the application of higher level cognitive thinking processes

**Goal 3:** Demonstrate evidence of the ability to collaborate and produce original, advanced-level products and performances

**Goal 4:** Strengthen skills in written, visual, and oral communications

**Goal 5:** Utilize their skills and talents to make a positive contribution to the community<sup>1</sup>.

## Objectives

Following are the objectives to enable students to reach these goals:

### Objective 1:

Students will explore a topic in a small group guided by a staff facilitator outside of the classroom setting.

### Objective 2:

Students will create products that demonstrate the knowledge they have acquired and the skills they have developed through research, critical thinking, and creative collaboration.

### Objective 3:

Students will research the history of their subject matter, and demonstrate their understanding by completing at least one of the following:

1. a timeline of significant events
2. a biographical profile of a prominent historical figure.

### Objective 4:

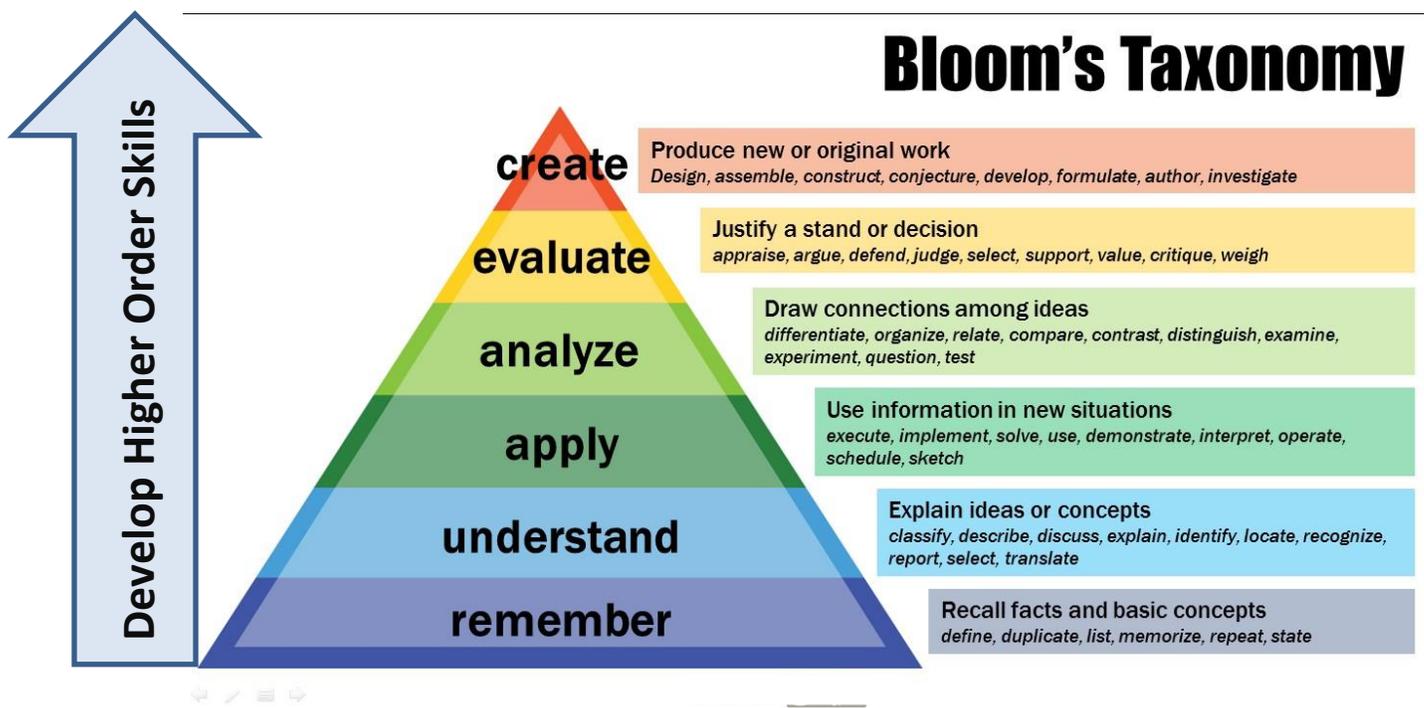
Students will present their work to the Bridges community in an end-of-semester presentation.

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<sup>1</sup>Selected and adapted from the Covington Texas Independent School District's Curriculum and Instruction for G/T Program.

# TAAG Project Instructional Guidelines

These are the project instructional guidelines for the Take Aim and Grow (TAAG) Enrichment Program. The guidelines were designed to create and ensure a consistent, quality experience for students across projects, while giving the facilitators a plan to guide them in developing and implementing their sessions. To provide a progression of high quality, applicable instruction, facilitators will focus on developing the higher order thinking skills as outlined in Bloom's Taxonomy.



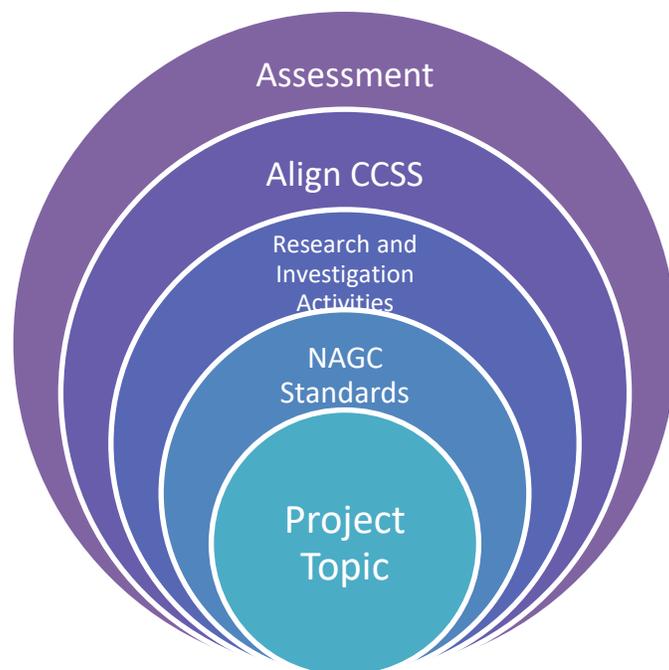
In addition, TAAG projects will be based on the **10 Design Principles for Project Work**. (See the **Bridges Project Work Guidebook, pages 6-7**.)

The TAAG Enrichment pullout sessions will be administered once a week for an hour in two half-year semesters. Students' interests and aptitude for particular areas of pursuit will be determined by using the Renzulli Behavioral Rating Scales, along with other methods, as deemed necessary.

In creating and implementing the TAAG Enrichment pullout sessions, the facilitators will:

1. Provide a general outline of the project, to include:
  - Objectives
  - Standards
  - Planned activities
  - Assessment
2. Choose standards from the National Association for Gifted Children (NAGC) Programming Standards ([See Appendix A](#))
3. Align appropriate Common Core State Standards (CCSS) for their specific project area
4. Utilize a project assessment tool, such as a:
  - Rubric
  - Portfolio
  - Journal

(For additional assessment suggestions, [see the Bridges Project Work Guidebook, page 9.](#))



5. Provide a historical context for your project using one of the following:
  - Timeline of significant historical events
  - Highlight at least one prominent historical figure
6. Provide a current and future context for your project. What connection does it have to today's world?
7. Each semester, attend at least one project-related field trip. The field trips may be attended in conjunction with a class field trip.

-or-

Invite a guest speaker to provide an enrichment activity related to the subject matter.

8. Communicate with classroom teachers, administrators, and parents on project progress via email, the school website, and other preferred communication methods.
9. Participate in an end-of-semester presentation for the Bridges community.

### Schedule for the TAAG Project Pullout Sessions:

Week #	1 <sup>st</sup> Semester Week Beginning Dates	2 <sup>nd</sup> Semester Week Beginning Dates
1	Oct 3	Jan 23
2	Oct 11 (Skip Oct 17 – ANet)	Jan 30
3	Oct 24	Feb 6
4	Oct 31	Feb 13 (Skip Feb 20 – ANet)
5	Nov 7	Feb 27
6	Nov 14 (Skip Nov 21 – Thanksgiving)	Mar 27
7	Nov 28	Apr 3
8	Dec 5 (Presentation)	Apr 10 (Presentation)

# Standards Overview

## NAGC Standards

The Bridges TAAG Enrichment Program standards were adapted from the standards developed by the **National Association for Gifted Children (NAGC)**. These standards employ evidence-based practices, with corresponding student outcome expectations. Project facilitators and classroom teachers may choose from these standards as guidelines for the TAAG pullout group projects and the differentiated classroom instruction, respectively.

Standard 1: Learning and Development

Standard 2: Assessment

Standard 3: Curriculum Planning and Instruction

Standard 4: Learning Environments

Standard 5: Programming

**See Appendix A for NAGC Standards details.**

# Classroom Practices for Advanced Learners

In addition to the TAAG enrichment program pullout sessions, the needs of the advanced learners will be addressed by implementing differentiated instruction strategies and Universal Design for Learning (UDL) principles in the classroom.

According to NAGC, “separate studies conducted during the last few decades have demonstrated both the need for and the benefits of gifted education programs. Of special interest are the documented benefits that occur for all children when gifted education strategies and programs are extended to other students, as well. Simply stated . . . Gifted education works!”

The following education practices obtained from the Gifted Education Practices section of the NAGC website are supported by research-based evidence of their effectiveness for addressing the academic needs of advanced learners.

## Identification

Identification is a critical component of effective programming for advanced learners. Bridges uses the results of the Fountas and Pinnell Reading Assessment and the Test of Early Mathematics Ability (TEMA) to determine students' eligibility to participate in the TAAG group project pullout sessions. In addition, various strategies may be used to ensure that students with high potential are identified, and consequently receive appropriate instruction and learning opportunities to be academically challenged in the classroom.

## Grouping

Grouping strategies can be used to allow advanced learners access to appropriate levels of challenge and complexity. Almost any form of grouping used will provide an academic or achievement gain to advanced learners, with researchers reporting positive social and emotional gains as well.

In looking at the various types of grouping strategies used with advanced learners, the options can be divided into ability grouping and performance-based grouping.

Specific strategies for grouping include:

1. Regrouping for specific instruction
2. Cluster grouping
3. Within-class/flexible achievement or ability grouping
4. Between class grouping
5. Interest grouping.

It is not necessary or realistic to use only one grouping method. Heterogeneous and homogeneous groups can both be effective, depending on the activity and the students. Sometimes, high achievers benefit from the challenge and the extended possibilities of working with other students of similar abilities. But, they also benefit from working in heterogeneous groups where they learn from their classmates and have opportunities to deepen their understanding by explaining what they have learned to others. Specialists in gifted education make the following recommendations about grouping students:

- Heterogeneous groups are most appropriate when students are working on open-ended problem-solving tasks or science inquiry activities
- It is appropriate for students to work in heterogeneous groups when they are discussing concepts that are new to all students
- Homogeneous groups are more appropriate when students are working on skill development or reviewing material that they have already learned
- Grouping strategies should be flexible, and students should be allowed to work independently at least occasionally according to their preferences
- Students should have opportunities to select their own groups based on common interests
- All students need to learn the skills of working together before cooperative learning activities will be successful<sup>1</sup>

The practice of homogeneous grouping, or placing students with similar abilities and/or performance together for instruction, has been shown to positively impact student learning gains. Grouping advanced learners together allows for more appropriate, rapid, and advanced instruction, which matches their rapidly developing skills and capabilities.

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<sup>2</sup>Matthews, 1992; Van Tassel-Baska, 1992, referenced in Meeting the Needs of Gifted Students: Differentiating Mathematics and Science Instruction, Northwest Regional Educational Laboratory

## Differentiation

In a review of research on gifted students in the general education classroom, five overall areas for differentiation have been identified<sup>2</sup>:

- Modifying content
- Allowing for student preferences
- Altering the pace of instruction
- Creating a flexible classroom environment
- Using specific instructional strategies.

The majority of the research concentrates on instructional strategies that have been shown to increase critical thinking, problem-solving abilities, and creativity. The following have been established as effective strategies:

- Posing open-ended questions that require higher-level thinking
- Modeling thinking strategies, such as decision making and evaluation
- Accepting ideas and suggestions from students and expanding them
- Facilitating original and independent problems and solutions
- Helping students identify rules, principles, and relationships
- Taking time to explain the nature of errors.

One of the most extensive studies on teaching gifted students in inclusive settings is a survey of classroom practices in schools that have a well-established reputation for meeting the needs of gifted students. The following strategies occurred the most frequently:

- Establishing high standards
- Making curriculum modifications
- Finding mentors for students
- Encouraging independent investigations and projects
- Creating flexible instructional groups<sup>3</sup>.

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<sup>3</sup>Westberg & Archambault, 1997, referenced in Meeting the Needs of Gifted Students: Differentiating Mathematics and Science Instruction, Northwest Regional Educational Laboratory

## Curriculum Compacting

Curriculum compacting is a technique for differentiating instruction that allows teachers to make adjustments to curriculum for students who have already mastered the material to be learned, replacing content that students know with new content, enrichment options, or other activities. Researchers recommend that teachers first determine the expected goals of the unit or lesson in terms of content, skills, or standards that students must learn before assessing students to determine which students have already mastered most or all of the specified learning outcomes.

This instructional strategy condenses, modifies, or streamlines the regular curriculum to reduce repetition of previously mastered material. “Compacting” what students already know allows time for acceleration or enrichment beyond the basic curriculum for students who would otherwise be simply practicing what they already know. For math, curriculum compacting can be implemented during the Extension Group ([See Bridges PCS Mathematics Guidebook, page 20](#)).

## Acceleration

Educational acceleration is one of the cornerstones of exemplary gifted education practices, with more research supporting this intervention than any other in the literature on gifted individuals. Acceleration occurs when students move through traditional curriculum at rates faster than typical. The practice of educational acceleration has long been used to match high-level students’ general abilities and specific talents with optimal learning opportunities. Many researchers consider acceleration to be “appropriate educational planning.” It means matching the level and complexity of the curriculum with the readiness and motivation of the student. There are many forms of acceleration, of which Bridges has implemented subject-based acceleration, when deemed appropriate.

The criteria for acceleration is data-driven, based on the following assessment scores:

1. Test of Early Mathematics Ability (TEMA)
2. Fountas and Pinnell Reading Assessment.

# Professional Development

Professional development (PD) will be offered throughout the school year to support teachers in implementing strategies for providing an exemplary education for all students, including our advanced learners. This year, our school has adopted the Universal Design for Learning (UDL) educational framework; our staff received training on the framework during summer institute. UDL is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone – not a single, one-size-fits-all solution but rather, flexible approaches that can be customized and adjusted for individual needs<sup>4</sup>. The need for specific professional development topics will be determined as the school year progresses.

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<sup>4</sup>National Center on Universal Design for Learning website.

## Appendix A: NAGC Standards

The suggested primary standard responsibilities for the project facilitators and for the classroom teachers are indicated by the highlights, with the understanding that many of these standards can be applied in both instructional settings:

- TAAG group project pullout sessions
- Differentiated classroom instruction
- Both instructional settings

<b>Standard 1: Learning and Development</b>	
<b>Description:</b> Educators promote ongoing self-understanding, awareness of the needs, and cognitive and affective growth of advanced learners in school, home, and community settings to ensure specific student outcomes.	
Evidenced-Based Practices	Student Outcomes
1.1.1. Educators engage students in identifying interests and strengths.	1.1. <u>Self-Understanding</u> . Students demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.
1.2.1. Educators develop activities that match each student’s developmental level and culture-based learning needs.	1.2. <u>Self-Understanding</u> . Students possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.
1.3.1. Educators provide a variety of research-based grouping practices for students that allow them to interact with individuals of various abilities and strengths.	1.3. <u>Self-Understanding</u> . Students demonstrate understanding of and respect for similarities and differences between themselves, their peer group, and others in the general population.
1.4.1. Educators provide role models for students that match their abilities and interests.	1.4. <u>Awareness of Needs</u> . Students access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests, abilities, or experiences, including same-age peers and mentors or experts.
1.6.1. Educators design interventions for students to develop cognitive and affective growth that is based on research of effective practices.	1.6. <u>Cognitive and Affective Growth</u> . Students will benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.
1.7.1. Teachers enable students to identify their preferred approaches to learning, accommodate these preferences, and expand them.	1.7. <u>Cognitive and Affective Growth</u> . Students will recognize their preferred approaches to learning and expand their repertoire.

<b>Standard 2: Assessment</b>	
<b>Description:</b> Educators will administer assessments that provide information about learning progress and outcomes, and evaluation of programming for students who are advanced learners.	
Evidenced-Based Practices	Student Outcomes
2.2.2. Educators select and use multiple assessments that measure diverse abilities, talents, and strengths that are based on current theories, models, and research.	2.2. <u>Identification</u> . Each student reveals his or her potential through assessment evidence so that appropriate instructional accommodations and modifications can be provided.
2.2.4. Educators collect assessment data while adjusting curriculum and instruction to learn about each student's developmental level and aptitude for learning.	
2.4.1. Educators use differentiated pre- and post-performance-based assessments to measure student progress.	2.4. <u>Learning Progress and Outcomes</u> . Students demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.
2.4.2. Educators use differentiated product-based assessments to measure the student progress.	
2.4.4. Educators use and interpret qualitative and quantitative assessment information to develop a profile of the strengths and weaknesses of each student to plan appropriate intervention.	
2.4.5. Educators communicate and interpret assessment information to students and their parents/guardians.	
2.5.2. Educators ensure that the assessment of the progress of students uses multiple indicators that measure mastery of content, higher level thinking skills, achievement in specific program areas, and affective growth.	2.5. <u>Evaluation of Programming</u> . Students demonstrate important learning progress as a result of programming and services.
2.5.3. Educators assess the quantity, quality, and appropriateness of the programming and services provided for students by disaggregating assessment data and yearly progress data, and sharing results with stakeholders.	

<b>Standard 3: Curriculum Planning and Instruction</b>	
<b>Description:</b> Educators apply the theory and research-based models of curriculum and instruction related to advanced learners and respond to their needs by planning, selecting, and creating culturally relevant curriculum, and by using a repertoire of evidence-based strategies to ensure specific student outcomes.	
Evidenced-Based Practices	Student Outcomes
3.1.2. Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students who are advanced learners.	3.1. <u>Curriculum Planning</u> . Students who are advanced learners demonstrate growth commensurate with aptitude during the school year.
3.1.3. Educators adapt and modify the core curriculum to meet the needs of advanced learners.	
3.1.4. Educators design differentiated curricula that incorporate advanced, conceptually challenging, in-	

depth, distinctive, and complex content for students who are advanced learners.	
3.1.5. Educators use a balanced assessment system, including pre-assessment and formative assessment, to identify students' needs, develop differentiated education plans, and adjust plans based on continual progress monitoring.	
3.1.6. Educators use pre-assessments and pace instruction based on the learning rates of advanced learners, and accelerate and compact learning as appropriate.	
3.3.1. Educators select, adapt, and use a repertoire of instructional strategies and materials that differentiate for advanced learners and that respond to diversity.	3.3. <u>Talent Development</u> . Students who are advanced learners develop their abilities in their domain of talent and/or area of interest.
3.3.2. Educators use school and community resources that support differentiation.	
3.3.3. Educators provide opportunities for advanced learners to explore, develop, or research their areas of interest and/or talent.	
3.4.1. Educators use critical-thinking strategies to meet the needs of advanced learners.	3.4. <u>Instructional Strategies</u> . Students who are advanced learners become independent investigators.
3.4.2. Educators use creative-thinking strategies to meet the needs of advanced learners.	
3.4.3. Educators use problem-solving model strategies to meet the needs of advanced learners.	
3.4.4. Educators use inquiry models to meet the needs of advanced learners.	
3.5.1. Educators develop and use challenging, culturally responsive curriculum to engage advanced learners.	3.5. <u>Culturally Relevant Curriculum</u> . Students who are advanced learners develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.
3.5.2. Educators integrate career exploration experiences into learning opportunities for advanced learners, e.g. biography study or speakers.	
3.5.3. Educators use curriculum for deep explorations of cultures, languages, and social issues related to diversity.	

### Standard 4: Learning Environments

**Description:** Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21<sup>st</sup> century to ensure specific student outcomes.

Evidenced-Based Practices	Student Outcomes
4.1.1. Educators maintain high expectations for advanced learners as evidenced in meaningful and challenging activities.	4.1. <u>Personal Competence</u> . Students demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.
4.1.2. Educators provide opportunities for self-exploration, development and pursuit of interests, and development of identities supportive of achievement, e.g., through mentors and role models.	
4.1.4. Educators provide feedback that focuses on effort, on evidence of potential to meet high standards, and on mistakes as learning opportunities.	
4.2.2. Educators provide opportunities for interaction with intellectual and artistic/creative peers as well as with chronological-age peers.	
4.2.3. Educators assess and provide instruction on social skills needed for school, community, and the world of work.	4.2. <u>Social Competence</u> . Students develop social competence manifested in positive peer relationships and social interactions.
4.3.2. Educators provide environments for developing many forms of leadership and leadership skills.	4.3. <u>Leadership</u> . Students demonstrate personal and social responsibility and leadership skills.
4.4.3. Educators provide structured opportunities to collaborate with diverse peers on a common goal.	4.4. <u>Cultural Competence</u> . Students value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.
4.5.2. Educators provide resources to enhance oral, written, and artistic forms of communication, recognizing students' cultural context.	4.5. <u>Communication Competence</u> . Students develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication.

### Standard 5: Programming

**Description:** Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of advanced learners, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.

Evidenced-Based Practices	Student Outcomes
5.1.1. Educators regularly use multiple alternative approaches to accelerate learning.	5.1. <u>Variety of Programming</u> . Advanced learners participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.
5.1.2. Educators regularly use enrichment options to extend and deepen learning opportunities with and outside of the school setting.	
5.1.3. Educators regularly use multiple forms of grouping, including clusters, resource rooms, or special classes.	
5.1.4. Educators regularly use individualized learning options such as mentorships, internships, online courses, and independent study.	
5.1.5. Educators regularly use current technologies, including online learning options to enhance access to high-level programming.	
5.2.1. Educators in gifted, general, and special education programs, as well as those in specialized areas, collaboratively plan, develop, and implement services for advanced learners.	5.2. <u>Coordinated Services</u> . Advanced learners demonstrate progress as a result of the shared commitment and coordinated services of gifted education, general education, special education, and related professional services, such as school counselors, school psychologists, and social workers.
5.3.1. Educators regularly engage families and community members for planning, programming, evaluating, and advocating.	5.3. <u>Collaboration</u> . Education for advanced learners is enhanced by regular collaboration among families, community, and the school.
5.4.1. Administrators track expenditures at the school level to verify appropriate and sufficient funding for gifted programming and services. (To be addressed in the future.)	5.4. <u>Resources</u> . Advanced learners participate in programming that is adequately funded to meet student needs and program goals.
5.5.1. Educators develop thoughtful, multi-year program plans in relevant student talent areas, PK-12.	5.5. <u>Comprehensiveness</u> . Advanced learners develop their potential through comprehensive, aligned programming and services.
5.6.1. Educators create policies and procedures to guide and sustain all components of the program, including assessment, identification, acceleration practices, and grouping practices, that is built on an evidence-based foundation.	5.6. <u>Policies and Procedures</u> . Advanced learners in regular and gifted education programs that are guided by clear policies and procedures that provide for their advanced learning needs.

# INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE

## The Compactor

Prepared by: Joseph S. Renzulli  
Linda M. Smith

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NAME \_\_\_\_\_ AGE \_\_\_\_\_ TEACHER(S) \_\_\_\_\_ Individual Conference Dates And Persons  
Participating in Planning Of IEP \_\_\_\_\_

SCHOOL \_\_\_\_\_ GRADE \_\_\_\_\_ PARENT(S) \_\_\_\_\_

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<b>CURRICULUM AREAS TO BE CONSIDERED FOR COMPACTING</b> Provide a brief description of basic material to be covered during this marking period and the assessment information or evidence that suggests the need for compacting.	<b>PROCEDURES FOR COMPACTING BASIC MATERIAL</b> Describe activities that will be used to guarantee proficiency in basic curricular areas.	<b>ACCELERATION AND/OR ENRICHMENT ACTIVITIES</b> Describe activities that will be used to provide advanced level learning experiences in each area of the regular curriculum.

Check here if additional information is recorded on the reverse side.

**Appendix C: TAAG Project Work Unit Plan Template**      Date:

<b>PROJECT TOPIC:</b>	
Description:	
Semester:	
Student Participants:	
Grade(s):	
<b>STANDARDS</b>	
NAGC	
CCSS	
<b>OBJECTIVES</b>	
(Incorporate Bloom's Taxonomy)	

## Appendix C: TAAG Project Work Unit Plan Template (Cont.)

<b>CONNECTIONS</b>	
<p style="text-align: center;"><b>HISTORICAL CONTEXT:</b> (Choose one) Create Timeline of Significant Events -or- Highlight a prominent historical figure</p>	
<p style="text-align: center;"><b>PRESENT AND FUTURE SIGNIFICANCE:</b></p>	
<b>PROCESS</b>	
<p style="text-align: center;"><b>ESSENTIAL QUESTIONS</b> (What are students curious about related to the project topic?)</p>	
<p style="text-align: center;"><b>VOCABULARY</b> (What words do students need to know to articulate their curiosities?)</p>	
<p style="text-align: center;"><b>FIELDWORK</b> (What work will students do outside of the classroom to explore this topic?)</p>	
<p style="text-align: center;"><b>EXPERTS</b> (Who will teach them more?)</p>	
<p style="text-align: center;"><b>PROJECTS/PRODUCTS</b> (What will students create?)</p>	
<p style="text-align: center;"><b>PRESENTATION</b> (How will students show what they have created and learned?)</p>	

<p style="text-align: center;"><b>ASSESSMENT</b></p> <p>(How will we determine what students have learned?)</p>	
<p style="text-align: center;"><b>COMMUNICATION</b></p> <p>(How will we communicate project progress to parents, teachers, and administrators?)</p>	
<p style="text-align: center;"><b>REFLECTION/ENDURING UNDERSTANDING</b></p> <p>(Why will this learning matter to students after the completion of the unit?)</p>	
<p style="text-align: center;">Additional Ideas/Questions/Comments/Concerns</p>	