

Name: Ethuestis		Subject Area: Technology	
<p style="text-align: center;"><b>A – Project Ideas</b></p> <ol style="list-style-type: none"> <li>Gaggle email w/other schools</li> <li>Swiftmud Mini Grant <ul style="list-style-type: none"> <li>-Lake Wire water Q testing</li> <li>-Data analysis – statistics</li> </ul> </li> <li>Narrate raindrop story on podcast/movie <ul style="list-style-type: none"> <li>Movie maker</li> </ul> </li> </ol>		<p style="text-align: center;"><b>B – Helpful Websites</b></p> <p><a href="http://www.sciencespot.net">www.sciencespot.net</a></p> <p><a href="http://www.swfwmd.state.fl.us">www.swfwmd.state.fl.us</a></p>	
<p style="text-align: center;"><b>C – Infusion of Global Perspective (Classroom Appearance &amp; Curriculum)</b></p> <p>Environmental Responsibility</p> <p>*More ideas for this domain needed</p>		<p style="text-align: center;"><b>D – Community Service Connections</b></p> <ul style="list-style-type: none"> <li>- Cache In, Trash Out</li> <li>- Relationships with Peace Corps workers</li> </ul>	
E – Wish list items (in priority order)			
Description	Cost	How is this item essential?	
<ol style="list-style-type: none"> <li>Video Camera</li> <li>Webcams (2) - one for me One for Sitla</li> </ol>		<p>Capturing video for documentation, creation &amp; communication.</p> <p>Communication w/other classrooms &amp; creation of student podcasts</p>	
<ol style="list-style-type: none"> <li>Microphones (14) for PC's, &amp; headphones (6)</li> </ol>		<p>Interactive web activities, creation of podcasts</p>	
<ol style="list-style-type: none"> <li>Books for classroom library</li> </ol>		<p>*SIP</p>	

Name: Aveti Clark

Subject Area: Art

**A – Project Ideas**

- Explore World Cultures
- Look @ artwork from other students in other countries – artsonia.com

**B – Helpful Websites**

[www.artsonia.com](http://www.artsonia.com)  
[www.infoplease.com/cuntries.html](http://www.infoplease.com/cuntries.html)  
[www.incredibleart.org](http://www.incredibleart.org)

**C – Infusion of Global Perspective  
(Classroom Appearance & Curriculum)**

- Quotes form famous artists around the world
- Global artwork (posters)
- Artsonia.com – art form other countries

**D – Community Service Connections**

- Painting projects

**E – Wish list items (in priority order)**

Description	Cost	How is this item essential?
1. Photos of nature from around the world	\$100.00	Global look!
2. Artwork posters	\$100.00	Visual references
3. Art related books	\$100.00	

Name: Allison Sitla		Subject Area: Math	
<p style="text-align: center;"><b>A – Project Ideas</b></p> <ul style="list-style-type: none"> <li>- Measurement Project</li> <li>- Data Collection and Graphing</li> <li>- Tutorial Project</li> </ul>		<p style="text-align: center;"><b>B – Helpful Websites</b></p> <p>Usma metric association</p> <p><a href="http://www.metric.com">www.metric.com</a></p>	
<p style="text-align: center;"><b>C – Infusion of Global Perspective (Classroom Appearance &amp; Curriculum)</b></p> <ul style="list-style-type: none"> <li>- World map</li> <li>- Metrics global use</li> </ul>		<p style="text-align: center;"><b>D – Community Service Connections</b></p> <ul style="list-style-type: none"> <li>- St. Jude’s Mathethon</li> </ul>	
E – Wish list items (in priority order)			
Description	Cost	How is this item essential?	
1. Bulletin Board 2. Geoboards		Essential for global infusion geometry	
3. Posters 4. Books- <a href="#">Real world math</a> Engaging Students	\$200.00 \$200.00 \$29.00		
5. Bulletin board paper 6. Possibly a 2 <sup>nd</sup> rack for teacher work room			

Name: Christine Baker

Subject Area: Orchestra / Chorus

**A – Project Ideas**

- Folk Songs

**B – Helpful Websites**

[www.jwpepper.com](http://www.jwpepper.com)  
[www.flocbulary.com](http://www.flocbulary.com)

**C – Infusion of Global Perspective  
(Classroom Appearance & Curriculum)**

- Pics of Scotland
- Appalachian mountains
- Spain pics

**D – Community Service Connections**

- Perform at retirement home

**E – Wish list items (in priority order)**

Description	Cost	How is this item essential?
1. Document Reader	\$330.00	Saves \$ on paper & offers visual guides for students
2. Music - Choral 3. A La Narita nana 4. Huron Indian choral	\$108.00	JW Pepper 1-800-845-6296 #10067774 2 part \$1.85 EA need 30 #1917673 2 part \$1.75 EA need 30
5. Music – orchestra 6. Auld Lang Syne 7. Appalachian Suite by Wagner	\$90.00	JW Pepper 1-800-845-6296 #10049868 1 set \$45.00 #10046840 1 set \$45.00

Name: Jane Sholine

Subject Area: Band

**A – Project Ideas**

- Rhythm – simple and complex
- Music vocabulary
- Sight readers
- Folk songs and multicultural music

**B – Helpful Websites**

[www.Rhythmmasters.org](http://www.Rhythmmasters.org)  
[www.phihuga.com/counter](http://www.phihuga.com/counter)  
[www.flocabulary.com](http://www.flocabulary.com)  
[www.epals.com](http://www.epals.com)  
[www.readsheetmusic.info](http://www.readsheetmusic.info)  
[www.lessonplanspage.com](http://www.lessonplanspage.com)  
[www.teachervision.com](http://www.teachervision.com)  
[www.connectwithmusic.org](http://www.connectwithmusic.org)  
[www.artsedge.kennedy-center.org](http://www.artsedge.kennedy-center.org)

**C – Infusion of Global Perspective  
(Classroom Appearance & Curriculum)**

- Curriculum  
Music selection to include music from a variety of countries
- Rhythm instruments of different countries

**D – Community Service Connections**

- Performances within the community
- Jazz band
- Small ensemble and solo performances

**E – Wish list items (in priority order)**

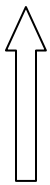
Description	Cost	How is this item essential?
1. Document Reader	\$330.00	Pull individual parts up and modify for sections
2. Web Cam		Share lessons with band students in Jordan
3. Music	\$200 - \$300.00	Purchase of new music reflecting different global influences

Name: Dawn Kenney

Subject Area: L.A.

<b>A – Project Ideas</b>	<b>B – Helpful Websites</b>
<ul style="list-style-type: none"> <li>- Personal cultural background</li> <li>- Mythology/Folk tales – creating own/presenting</li> </ul>	
<b>C – Infusion of Global Perspective (Classroom Appearance &amp; Curriculum)</b>	<b>D – Community Service Connections</b>
<ul style="list-style-type: none"> <li>- Posters of authors studied form other countries</li> </ul>	<ul style="list-style-type: none"> <li>- SPCA</li> <li>- Christmas angels-if not done by NJHS</li> </ul>

**E – Wish list items (in priority order)**

Description	Cost	How is this item essential?
<ol style="list-style-type: none"> <li>1. Scope magazine</li> <li>2. Coat of Arms project</li> <li>3. Extra sheets</li> </ol>	{ \$32.95 { \$16.95	<ul style="list-style-type: none"> <li>- Will use with cultural background project</li> </ul>
<ol style="list-style-type: none"> <li>4. Constellation Myth DVD</li> </ol>	\$29.95	Will use with Mythology project
<ol style="list-style-type: none"> <li>5. Mythology Masters</li> </ol>	\$24.99	

Name: Lois Dyer

Subject Area: Science

**A – Project Ideas**

- Sci. Prog.
- Sci. inquiry
- Research

**B – Helpful Websites**

- [www.sciencebuddies.org](http://www.sciencebuddies.org)
- [www.energyquest.eq.gov](http://www.energyquest.eq.gov)
- [www.all-science-fair-projects.com](http://www.all-science-fair-projects.com)
- Sciencemadesimple.com
- lpl.org.

**C – Infusion of Global Perspective  
(Classroom Appearance & Curriculum)**

- International Sci Fair
- video internet to obtain background info on the topic

**D – Community Service Connections**

- (students going to regionals) share prog. And ideas with elem. schools

**E – Wish list items (in priority order)**

Description	Cost	How is this item essential?
1. Material World book & notebook w/CD (DVD) is there a science version?	\$160.00	<ul style="list-style-type: none"><li>- Interest students in science version if available - no</li></ul>
2. Posters, Colorful Science	\$200.00	<ul style="list-style-type: none"><li>- Give students global perspective</li><li>- ES around the world!</li></ul>
3. Books of people for classroom library & cart to contain them	\$500.00	<ul style="list-style-type: none"><li>- Visuals</li><li>- Video presentations &amp; student projects</li><li>- Classroom activities</li></ul>
4. Video camera	\$200.00	
5. Classroom art supplies	\$100.00	

Name: Regina Cobb

Subject Area: Computers

**A – Project Ideas**

- Electronic storybooks
- Teen World News Newsletter
- Character in a box
- Alphabetical autobiography

**B – Helpful Websites**

- [www.intel.com/education/resources](http://www.intel.com/education/resources)
- [www.recipes4success.com](http://www.recipes4success.com)
- [www.education.world.com](http://www.education.world.com)

**C – Infusion of Global Perspective  
(Classroom Appearance & Curriculum)**

- Use students' project to decorate the room

**D – Community Service Connections**

- Create electronic storybooks for needy children at local Salvation Army

**E – Wish list items (in priority order)**

Description	Cost	How is this item essential?
1.		
2.		
3.		

Name: Karen Ponder

Subject Area: Spanish

**A – Project Ideas**

- Family
- Name – Adj.

**B – Helpful Websites**

**C – Infusion of Global Perspective  
(Classroom Appearance & Curriculum)**

- Learner profile
- Adjectives in Spanish

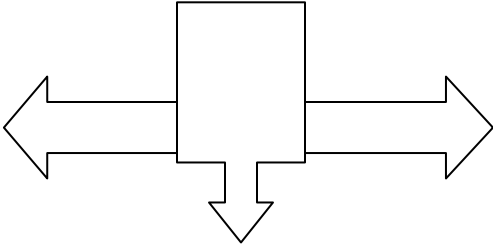
**D – Community Service Connections**

**E – Wish list items (in priority order)**

Description	Cost	How is this item essential?
1. Expresate 1 2. Voc. & Grammar WB 3. Reading WB 4. Teacher Set	???	- Get with ichael to order out of textbook \$
2.		
3.		

Name: Deborah Inegler		Subject Area: Humanities	
<b>A – Project Ideas</b>		<b>B – Helpful Websites</b>	
<ul style="list-style-type: none"> <li>- Storybook back in time to another place</li> <li>- Podcasting GPS directions</li> </ul>		<ul style="list-style-type: none"> <li>- Geography Alive</li> <li>- Making World</li> </ul>	
<b>C – Infusion of Global Perspective (Classroom Appearance &amp; Curriculum)</b>		<b>D – Community Service Connections</b>	
<ul style="list-style-type: none"> <li>- Posters, artifacts if possible.</li> </ul>		<ul style="list-style-type: none"> <li>- Look for needs in particular countries</li> </ul>	
E – Wish list items (in priority order)			
Description	Cost	How is this item essential?	
1. Posters for each region of Asia, Africa and South America	\$200.00		
2. Music	\$100.00	<ul style="list-style-type: none"> <li>- To allow student to experience culture in a auditory way</li> </ul>	
3. DVD's	\$150.00	<ul style="list-style-type: none"> <li>- To allow students to view the life of people living in other cultures</li> </ul>	

## MYP Unit Planner

UNIT PLANNING IN THE MYP THROUGH INQUIRY		
Unit title (one that engages student inquiry):		
<b>Teacher(s)</b>  Ponder	<b>Subject and Grade level</b>  Spanish 6	<b>Time frame and duration</b>  March – April 5 weeks
<b>BRAINSTORMING SIGNIFICANT CONTENT AND/OR SKILLS:</b> Teachers of the same subject and level should refer to their horizontal planning document(s) (course outlines/syllabi) to list specific topics and /or skills to be taught <ul style="list-style-type: none"> <li>Discussing family</li> <li>Reflections on the importance of family</li> <li>Who is considered family? Immediate or Extended</li> <li>Favorite relative</li> </ul>		
<b>Finding the Big Idea:</b> Refine content to identify the most significant big idea in a sound byte	The Family - Importance & Personal Development	
<b>Approaches to learning:</b> This AOL will always be a consideration in every unit plan. <ul style="list-style-type: none"> <li>Health and social education</li> </ul>	<b>Identify unit ATL skills:</b> Note talking, vocab. acquisition, utilization skills, coop. learning oral pres., drawing conclusions	<b>How will we use these identified ATL skills to facilitate vertical articulation?</b>
<div style="border: 1px solid black; padding: 10px; width: 80%; margin: 0 auto;"> <p style="text-align: center;"><b>Area of Interaction Focus</b></p> <p style="text-align: center;">Which ONE Aol fits naturally and why?</p> </div>		<div style="border: 1px solid black; padding: 10px; width: 80%; margin: 0 auto;"> <p style="text-align: center;"><b>Significant Concept(s)</b></p> <p style="text-align: center;">What are the big idea(s) that I want y students to retain for years into the future? (Cut and paste from Finding the Big Idea.)</p> </div>
<b>Unit Question: (HINT: Make a statement that combines the Aol with the significant concept(s). Turn it into a question! Remember, our target audience is the student-learner.)</b> How has a family member influenced your development?		

## MYP Unit Planner

FROM ASSESSMENT TO TEACHING AND LEARNING ACTIVITIES THROUGH INQUIRY			
<p><b>Assessment Reflections</b></p> <ul style="list-style-type: none"> <li>• What exemplars will student see so that they understand what is required?</li> <li>• What will allow students the opportunity to answer the unit question using what they have learned?</li> <li>• What considerations have you given the nature of the assessment (e.g. given in class, take-home, time allowed for completion)?</li> <li>• At what level of Bloom Taxonomy does this task ask the student to engage?</li> <li>• Where in the assessment task(s) are students invited to achieve at all levels of the descriptors?</li> </ul>	<p><b>Which MYP objectives will be addressed during this unit? (from MYP subject guide)</b></p> <p>All language B objectives</p>	<p><b>What (if any) state, provincial, district, of local standards/skills are to be addressed?</b></p> <p>Knowledge of vocab, noun &amp; adjective agreement, and present tense verb usage. Speaking &amp; Reading Skills will be used.</p> <p>FLA 2.1.3 student will understand oral message that are based.</p> <p>FLA 3.1.1 student will provide simple information in spoken form.</p> <p>FLA 3.2.1 student will describe important people &amp; objects.</p>	<p><b>Which MYP assessment criteria will be used?</b></p> <p>Criterion A: message &amp; interaction</p>
		<p><b>Which MYP assessment criteria will be used?</b></p> <p>Criterion A: message &amp; interaction</p>	

## MYP Unit Planner

<p><b>Learning Experiences and Teaching Strategies</b></p> <ul style="list-style-type: none"><li>• How will I incorporate international mindedness throughout the unit?</li><li>• How will students learn the knowledge and practice the skills required?</li><li>• How will we use formative assessment to give students feedback during the unit?</li><li>• What different teaching methodologies will we employ? How are we differentiating teaching and learning for all?</li></ul>	<ul style="list-style-type: none"><li>• Websites, PowerPoint</li><li>• Teacher led Q &amp; A, student participation, rubrics, notes, examples of student work; visual and oral.</li></ul>
<p><b>Resources</b></p> <p>What resources do I need to teach this unit in terms of:</p> <ul style="list-style-type: none"><li>• Differentiation</li><li>• Equipment</li><li>• Materials</li></ul>	<p>Textbooks, workbooks, audio CD's.</p> <p>Reading exercises and videos depicting family in Hispanic countries.</p> <p>Personal family photos and discussion with family members.</p>

## MYP Unit Planner

UNIT PLANNING IN THE MYP THROUGH INQUIRY		
<b>Unit Title</b> (one that engages student inquiry):	Abstract Portraits – “Picasso’s Friend”	
<b>Teacher(s)</b>	<b>Subject &amp; Grade Level</b>	<b>Time Frame &amp; Duration</b>
Areti Clark	Art 6 <sup>th</sup> grade	1 week
<b>Which MYP objectives</b> (from the MYP subject guide) <b>will be addressed during this unit?</b>	Application & Knowledge	
<b>What MYP task will be most appropriate?</b>		
<b>Which SSS will be addressed?</b>	VA . A. 1.3, VA. B. 1.3,VA. C.1.3	
<b>The Big Idea:</b>	To learn about abstract style of art by studying 20 <sup>th</sup> century Spanishartist, Pablo Picasso. Learn elements of art.	
<b>Approaches to Learning (Aol)</b>	Identify unit AoL skills	How will we use identified AoL skills to facilitate vertical articulation?
<b>Learner Profile</b> Which one of these ten characteristics are addressed? (max. of two)	Knowledgeable & Open Minded	
<b>Area of Interaction</b> (which one Aol fits naturally and why?)	<b>Significant Concept(s)</b> What are the big ideas that I want my students to retain for years into the future? (Cut & past from find the Big Idea.)	
Approaches to learning	What the importance of knowing Publo Picasso is all about.	
<b>Unit Essential Question</b> (Make a statement that combines the Aol with the significant concept(s). Turn it into a question! Remember our target audience is the student-learner.) Is abstract art really abstract?		
<b>Which MYP assessment criteria will be used?</b>	Criterion A – Knowledge, Criterion B – Application, Criterion C – Reflection	

## MYP Unit Planner

<b>Learning Experiences &amp; Teaching Strategies:</b>	
How will I incorporate international mindedness throughout this unit?	Spanish art & artist, Pablo Picasso
How will students learn the knowledge & practice the skills required?	Works of art by Picasso\Create own abstract
How will we use formative assessments to give students feedback during the unit?	Rubric
<b>Resources:</b> What resources do I need to teach this unit in terms of...	
Differentiation	
Equipment/Technology	Computer, internet, eiki
Materials	Drawing paper, eraser, pencil, colored pencils, markers
<b>Assessment Reflections:</b>	
What exemplars will students see so that they understand what is required?	Visuals, Picasso's art & other abstracts
What will allow students the opportunity to answer the unit question using what they have learned?	Art work
What consideration have I given the nature of the assessment (e.g. given in class, take-home, time allowed for completion)?	Classwork
At what level of Bloom's Taxonomy does this task ask the student to engage?	5 synthesis

## MYP Unit Planner

UNIT PLANNING IN THE MYP THROUGH INQUIRY		
<b>Unit Title</b> (one that engages student inquiry):	Energy Resources: Our Lifestyle, Our Environment	
<b>Teacher:</b>  Emily Huestis	<b>Subject:</b>  Integrated Lab	  6 Energy Resources
<b>Which MYP objectives</b> (from the MYP subject guide) <b>will be addressed during this unit?</b>	Investigate, Create, Evaluate, Attitudes in technology	
<b>Which SSS will be addressed?</b>	SC. A 2.3.3  SC. B. 1.3.1  SC. B. 2.3.2	
<b>Learner Profile</b> Which one of these ten characteristics are addressed? (max. of two)	Energy Resources	
<b>Area of Interaction</b> (which one Aol fits naturally and why?) Environment – our consumption negatively affects it.	<b>Significant Concept(s)</b> What are the big ideas that I want my students to retain for years into the future? (Cut & past from find the Big Idea.)  Americans use 1/3 of the world’s energy resources. Our technology and lifestyles need to change out of responsibility for future generations and the environment.	
<b>Unit Essential Question</b> (Make a statement that combines the Aol with the significant concept(s). Turn it into a question! Remember our target audience is the student-learner.) How can we reduce our use of fossil fuels?		
<b>Which MYP assessment criteria will be used?</b>	Investigate, Design, Attitudes in technology	