

Core Concept: Mathematical Structure

Sample High School Activities

- Explain the error in an incorrect algebraic procedure (e.g., $(4x+2)/6 = (2x+2)/3$). OE, P
- Test the set of integers under the operation of addition and multiplication for the field postulates. P
- Use models to show the relationship between perimeter, area, and volume. Make a written record of your observations. P
- Investigate and design a plan for transporting 200 students from hotel to convention center if there are these constraints: There is only one limousine and one van; the limo costs \$7.00 per trip, and it can make the one-way trip in five minutes and holds 6 people; the van cost 25 cents per person, makes the one-way trip in 20 minutes, and holds 10 people. OE, P
- Make tables for modular arithmetic or electric circuitry. Test each system for field properties. P

Applications Across the Curriculum

Variations on a theme: Genetics

Language Arts

- Produce a science fiction video of a simulated DNA experiment. PE, OE, P

Science

- Manipulate permutations of gene placement and predict the results using a computer simulation program. PE, OE, P

Social Studies

- Prepare a HyperCard stack of science fiction movies with a “genetics” theme. PE, OE, P

Arts and Humanities

- Review selected “genetics related” science fiction movies and create a flowchart showing their use of selected technology(s). OE, P

Practical Living

- Invite a geneticist to class to discuss computer applications in genetics research and counseling. OE

Vocational Education

- Document the genealogy chart of selected characteristics in animal breeding. P

Reflections

In the purest sense, students need a solid understanding of mathematical structures; a knowledge base that includes not only the procedures, operations, and calculations, but the reasoning that supports the various applications. Students may be able to count in the binary system, know the answer to an analogy, know a formula, or recognize symbolic language; however, it takes in-depth reasoning to understand how the binary system works in computer applications, to create a set of analogies, to understand the logic behind the formula, and to understand the functions of symbols in relation to each other.

The structure of mathematics is the foundation for logical reasoning in any number of life situations. Whether or not students are using the deductive thinking of a doctor, matching symptoms to a known disorder, or the inductive reasoning of a detective, trying to line up an assortment of seemingly unrelated clues into some pattern that points to the answer to the problem—in both cases, the student relies on the very principles that create the mathematical structure of the universe.

Teacher teams can provide opportunities for students to “see” connections within and between systems. It is a pretty good hint that mathematical structure is involved when students make statements like “this is just like...” or “this is nothing more than...”

Goal 2: Apply Core Concepts and Principles

Academic Expectation

2.13: Students understand and appropriately use statistics and probability.

Learning Links: Government/Politics / Genetics / Lottery / Census / Weather / Games/Fairness / Life Insurance / Quality Control / Polling / Trends / Stock Market / Natural Disasters / Marketing

Related Concepts: Data Analysis / Statistical Procedures / Modeling / Graphing / Measures of Central Tendency (including mean, median, mode) / Measures of Dispersion (including range and outliers) / Experimental Probability / Theoretical Probability / Simulation

<i>Elementary Demonstrators</i>	<i>Middle School Demonstrators</i>	<i>High School Demonstrators</i>
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Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

- Make inferences and convincing arguments that are based on data analysis.
- Analyze data to determine the most appropriate way to organize data for display.
- Formulate and solve problems that involve probability and statistics.
- Construct, read, and interpret displays of data.
- Collect, organize, and describe data.
- Analyze probabilities to make decisions involving real world situations.
- Determine probabilities by constructing sample space and conducting experiments.
- Make predictions and evaluate conclusions based on statistical analysis.
- Collect, display, analyze and interpret the data from a selected population.
- Determine the validity of the use of data.
- Design and conduct an experiment/simulation and interpret the results.
- Analyze sets of data using assumed normal curve distribution.
- Create and interpret discrete probability distributions.
- Determine and use experimental or theoretical probability to represent and solve problems involving uncertainty.
- Use curve fitting to predict from data.
- Use the appropriate measures of central tendency, dispersion, variability, and correlation to describe a set of data.
- Organize, display, and draw inferences from data and make statistical decisions.

Sample Teaching/Assessment Strategies: _____

Community-Based Instruction: Field Studies, Networking • **Graphic Organizers:** Time Line, Graphic Representations • **Problem Solving:** Brainstorming, Inquiry, Interviews, Research, Case Studies, Debate, Simulations • **Technology/Tools:** Manipulatives, Calculators, Telecommunications, Games

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

Ideas for Incorporating Community Resources: _____

- Discuss with an insurance agent ways that insurance rates are determined.
- Invite a representative of the KY Dept. of Agriculture to discuss formulas for calculating grain futures.
- Conduct a field investigation of leaf arrangements on native trees (e.g., yellow poplar, elm, weeping willow) with a representative of the KY Division of Forestry to discover the relationship between the arrangements and the Fibonacci sequence.
- Visit the Kentucky Derby Museum at Churchill Downs for a workshop on probability and statistics.

Core Concept: Data

Sample Elementary Activities

- Count the number of raisins in a small box. Create a line graph using the class data. Use post-it notes to extend the line graph into a vertical bar graph. Discover the median, mode and range. Rearrange post-it notes to equalize the bars to discover the mean. Use a computer graphing program (e.g., "IBM: Time, Money, and Measurement) as a follow-up activity.) PE, OE, P
- Take a survey of favorite foods prepared in the school lunchroom. Graph the results and analyze the data. Use this analysis to approach the lunchroom manager in an effort to have the foods prepared more often. PE, P
- Collect data on eye color of students in the class. Analyze the data and prepare an appropriate graph of the part of the class with blue, brown, and hazel eyes on a circle graph; the number of students that have blue, brown and hazel eyes in a bar graph . Discuss the appropriate use of each type of graph. PE, OE, P
- Discuss differences in shoe styles. Use a graphing mat to physically graph types of shoes worn by students. Interpret and draw inferences. OE, P
- Given a mystery graph, describe a situation which the graph might represent. OE

Applications Across the Curriculum

Variations on a theme: Surveys: Food Preferences

Language Arts

- Design a survey to determine food preferences. OE

Science

- Generate charts and graphs based on the survey results showing food preferences. PE, P

Social Studies

- Conduct the survey for food preferences and compile the results. OE

Arts and Humanities

- Contact an elementary school with a different cultural heritage. Have them conduct the survey there and compare the results to those from your school. OE, P

Practical Living

- Correlate the data from the survey to show preferences by food groups. P

Vocational Education

- Compare the results of the food preference survey to the school menu. Make recommendations which match food service requirements to change the school menu. P

Reflections

Data collection, analysis, and application could be used as an example for the three-story intellect model. The first-story intellect is concerned with gathering data. Students then take unorganized data and impose an organization which moves them to the second-story intellect where data is processed. At this stage, students analyze the data and make sense of what information they have available. Specifically, in the second-story intellect, data are compared, contrasted, classified, and prioritized; analyzed for cause-and-effect relationships, biases, assumptions, used to draw conclusions, and to make the implied inferences.

Students then use the third-story intellect, where the facts are applied in a number of ways. Specifically, analyzed data is used to predict trends, measure central tendencies, dispersion, variability, and correlations. Data, at this stage, is interpreted and the results are stated as findings. Implications of the findings reveal possible barriers or problem spots for which to plan and prepare.

Study of the future often lends itself to rigorous trend analysis and creative extrapolation of data. This could form the basis of an interdisciplinary unit.

Source: Fogarty & Opeka—Start Them Thinking

Core Concept: Data

Sample Middle School Activities

- Record the number of hours you spend sleeping, studying, watching TV, and attending school each day. Look for patterns in your lifestyle. Predict the number of hours you will spend doing one of these activities next week and convert to fractional parts of a week. Would the fractions be the same for every week of the year? Explain. OE, P
- Model mean, mode, and median by using cubes (e.g., take stacks of 1, 3, 3, 6, 7 cubes or any other workable amounts). The median is represented by the middle stack of 3 when the cube stacks are ordered low to high. The mode is also 3. To find the mean, move cubes until all stacks are the same height. Discover the algorithm for calculating the mean based on several cube experiences. PE, OE
- Conduct class or school surveys on topics of interest to students. Make graphs to represent data. Analyze the data by calculating the mean, median, mode, and range, using a frequency distribution when appropriate. PE
- Collect instances where statistics are used in advertising. Discuss cases of misuse of information. OE, P

Applications Across the Curriculum

Language Arts

- Graph how many words you can read in one minute, 5 minutes, and 15 minutes. Use this information to predict how many words you can read in 30 minutes, 60 minutes, and 120 minutes. What factors affect the outcome? PE, OE, P

Science

- Survey your community to determine the incidence of a particular disease. Predict the likelihood of contracting the disease (e.g., heart problems, tuberculosis) based on gender and age. PE, OE, P

Social Studies

- Research life expectancy rates in several countries. Research additional information about the countries which might contribute to life expectancy. OE, P
- Design an investigation to find 5 of the most littered places in the community. PE, OE, P

Arts and Humanities

- Establish a rubric or scoring guide to evaluate charts and graphs produced in math class or various newspaper graphs, such as those in USA Today. Use the elements and principles of design for criteria. OE, P

Practical Living

- Collect the data on the scores of a physical fitness test for a class. Determine how that class compares with the others in the school as well as comparison to state and national norms. PE, OE, P
- Survey, by grade level, areas in which students feel the most pressure to conform. Record the data and graph the results. PE, OE, P

Vocational Education

- Investigate the quality control program in a factory. Determine the percentage of products that meet the expected specifications over a product run. OE, P

Core Concept: Data

Sample High School Activities



- Simulate and analyze the following situation: Frosted Fun Flakes is including 1 of 6 different toys in their cereal. Determine how many boxes one needs to collect all 6 toys. Use a six-sided die to simulate the boxes of cereal and their prizes. Use a computer to repeat the same problem with 10 different toys. PE
- Use box and whiskers, stem and leaf, bar graphs, circle graphs, line graphs, frequency tables, cumulative frequency tables, rank order listings, and scatter plots to represent data. Draw inferences from the graphs, including which form best communicates the data. OE, P
- Determine a line or curve of best fit for collections of data using a graphing calculator. Use the graph and the equation of the line or curve to predict the behavior of new data. OE
- Write an interpretation of a graph from a newspaper or magazine. OE, P

Applications Across the Curriculum

Language Arts

- Write a persuasive speech using data to support your position. OE, P
- Use data to convince the community to save on energy sources. PE, OE, P

Science

- Research correlation between snowfall and precipitation. Collect samples of undisturbed snow and determine precipitation level. PE, OE, P

Social Studies

- Predict how “the graying” of America will change our society. OE, P

Arts and Humanities

- Design and conduct an experiment mixing complements (colors) to create grays. Determine which are “cool” or “warm” grays. Graph your results. PE, OE, P

Practical Living

- Record the food consumption for a family in a given week; project the cost of the family’s food for one year. PE, OE, P
- Predict life expectancy, using a computer program which includes factors such as heredity, lifestyle, gender, and diet. OE

Vocational Education

- Calculate and compare insurance premiums (e.g., cars, health, homeowners). OE
- Use a genetics chart to make predictions in crossbreeding. OE

Notes

Social Studies

“If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be.”

Thomas Jefferson

War and Peace! Aid for the Family Farm! Equal Rights! The Environment! Issues like these permeate our daily lives. They require us to educate our students so that they will become informed, active, and committed citizens. In order to accomplish this goal, the curricula of our schools should focus on meaningful concerns which will engage students in the process of forming their futures.

The social studies must become an energized area of investigation. Students must become real historians searching and researching for possible answers to questions. They must become real-life problem solvers and critical thinkers. They must be encouraged to go beyond the classroom walls to practice the skills and use the knowledge of the social studies in order to become the participating citizens a democratic society requires.

Implementing KERA in Social Studies Classes

A curriculum framework differs from a curriculum in the respect that suggestions for teaching content are not specified in the framework. This framework contains demonstrators which provide benchmarks and concepts, but it does not tell teachers what to teach. The following question and answer format can assist in determining how social studies courses will be affected by the framework and the Kentucky Education Reform Act (KERA).

What is the role of content in social studies instruction?

The social studies content continues to be a vital part of every student's education. If students have no knowledge of content, they will never demonstrate proficiency of the skills and processes

Year after year, Ms. Stamper redesigned lesson plans and activities trying to discover how to engage all of her students. Because she could not be satisfied if any of her students were unsuccessful, teaching was a frustrating occupation. No matter what she did, there were still students whom she felt she could not reach.

Finally, she decided to make a drastic change. She began to use lectures sparingly, only for specific purposes, and just in brief intervals. She gave the students responsibility for their own learning and held them accountable for it through writing assignments, performance tasks, and presentations. She found that she was better able to reach those students she could never motivate. Ms. Stamper discovered that everybody, including the teacher, learned more in her transformed classroom.

supported by Kentucky's academic expectations. Presentation of this content by teachers is meaningless unless students have an understanding of the relationship among the content, skills, and processes of the social studies and their application(s) to the students' lives.

One very important and positive aspect of KERA is that teachers, schools, and district personnel have more freedom in determining what content to teach. Decisions about what to teach should be guided by such factors as

- the academic expectations,
- students' needs and interests,
- developmental appropriateness of the content, and
- the knowledge needed to participate as an active citizen in a democracy.

It will be important to provide students with opportunities for an in-depth study of issues and information. Several options are available to teachers, schools, and districts wishing to change their approaches to content presentation. Suggested models for curriculum design and course structure can be found in publications by the National Council for the Social Studies, the Bradley Commission, and others. Alternative instructional programs being explored by Kentucky schools include courses designed around themes, big ideas, essential questions, and key concepts.

On which academic expectations should instruction focus?

It is essential for all students to demonstrate proficiency on all the academic expectations. Successful schools and districts will view this objective as a team effort by teachers and district personnel. Social studies teachers, however, do need to be primarily concerned with the eight social studies academic expectations found in Goal 2. Decisions about which additional academic expectations to target in the other five learning goals will have to be made. Many of them are directly related to social studies education. Because understanding of the social studies is so dependent on use of communication skills, educators need to be familiar with the academic expectations which focus on these processes.

How will social studies education change?

Social studies educators must design curriculum which will afford students an opportunity to provide input into the topics they study. Because of increased awareness of multiple intelligences, learning methods and assessment strategies will have to incorporate flexibility in their design. Teachers must be encouraged to ask "why?" frequently in their instruction. They must use performance tasks often. Students could be required to develop social studies portfolios which include samples of writing and other products (e.g., videotapes, audiotapes, newspapers, pamphlets, art projects, presentations, productions).

Curriculum should not be limited to just what appears in a textbook. Learner goals and academic expectations, student needs, student developmental levels, ideas from professional social studies organizations, teacher experience, and other considerations must be reviewed in order to develop the best possible curriculum. Above all, teachers need to share ideas as they develop and implement curriculum.

There is no "right" curriculum design for social studies. Teachers, schools, and district personnel must begin by making decisions about what is best for all of their students. Beyond that, educators must design curriculum which helps develop the informed, participating citizens required in a democracy.

*Are there national standards or models which can be used
in developing local social studies curriculum?*

The National Council for the Social Studies (NCSS) is currently formulating a set of national standards for social studies education with release scheduled in the fall of 1993. Other organizations have offered guidance in curriculum development for the social studies. In "The Essentials Statements: Essentials of Social Studies," the Board of Directors for the National Commission on the Social Studies has outlined fundamental components of social studies curriculum. An exemplary program is one which

- presents knowledge of the world, its past, present, and future, its individuals, and its institutions.
- stresses the importance of the development and application of democratic beliefs.
- emphasizes thinking skills which are categorized as data gathering, intellectual, decision-making, and interpersonal skills.
- allows students to practice participation skills and promotes their civic action.

Additionally, statements by the National Assessment of Educational Progress, America 2000, the Bradley Commission on History in the Schools, and other publications from the National Council for the Social Studies (NCSS) have established as a priority a social studies curriculum which is prominent in each year of a child's education. Such a curriculum would place value on the study of history, geography, and the social sciences and help to ensure that our students are participants in their world today and in the future.

Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Definition of Social Studies, National Council for the Social Studies

Goal 2: Apply Core Concepts and Principles

Academic Expectation

2.14: Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.

Learning Links: *Voting / Bill of Rights / Jury Duty / Amnesty International / ACLU / Labor Unions / Sound Bites / Community Service / NAACP / Student Council / Supreme Court / Local Government / Civil Disobedience / PTA / United Nations*

Related Concepts: *Civic Action / Power / Authority / Comparative Governments / Political Philosophy / Rights & Responsibilities*



Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

- Recognize and demonstrate respect for different viewpoints.
- Determine rights and responsibilities in real-life situations.
- Make informed decisions about school or community concerns.
- Demonstrate democratic behavior (e.g., treating others justly, recognizing authority, and respecting the rights and privacy of others).
- Recognize the existence of and the need to follow rules.
- Recognize oneself as part of a group and demonstrate cooperation with others.
- Demonstrate rights and responsibilities of citizenship in real-life situations.
- Analyze the relationship between rights and responsibilities of individuals/groups and the needs of society.
- Recognize and use appropriate means of resolving conflict.
- Analyze issues from multiple perspectives.
- Exhibit active democratic behavior and civic responsibility.
- Predict and evaluate consequences of particular actions or behaviors related to democratic principles.
- Evaluate the roles of conflict and consensus.

Sample Teaching/Assessment Strategies:

Collaborative Process: Cooperative Learning • **Community-Based Instruction:** Field Studies, Service Learning • **Continuous Progress Assessment:** Observation, Portfolio Development, Self-assessment, Performance Events/Exhibitions • **Graphic Organizers:** Graphic Representations, Time Line • **Problem Solving:** Inquiry, Case Studies, Creative Problem Solving, Future Problem Solving, Debate, Oral History, Simulation • **Technology/Tools:** Computers, Games, Multimedia, Puppets, Video/Videotaping • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

Ideas for Incorporating Community Resources:

- Invite a local politician, attorney, or policeman to speak to the class.
- Ask Boy Scouts, Girl Scouts, 4-H, YMCA, and other local youth organizations to share the rules they follow.
- Participate in a field study at the courthouse. Visit the courtroom, jail, and/or offices of the judge executive, sheriff, and circuit judge to witness the justice system in action.
- Invite representatives of different groups (e.g., ethnic, gender, religious) to discuss democratic principles relative to their status within society.
- Select and participate in a community service project.

Core Concept: Democratic Principles

Sample Elementary Activities



- Develop and implement a plan to create class rules, conduct elections, and hold periodic class meetings according to parliamentary procedure. PE, P
- Create a wall poster for the school which shows the importance of the First Amendment in your life. PE, OE
- Survey class members to determine their household responsibilities. Discuss how this contributes to the operation of the total family structure. Discuss the results if one member fails to carry out his/her responsibility. P
- Discuss the story of “The Three Little Pigs.” Conduct a mock trial where the wolf describes his side of the story and the pigs describe their side. PE

Applications Across the Curriculum

Language Arts

- Explore several children’s rights issues prominent in the news. Discuss concerns and questions which are raised. Develop a statement of children’s rights and responsibilities. PE, P

Science

- Explore an animal rights issue (e.g., medical experimentation, fur coats, vegetarianism). Develop a presentation which explains what rights you believe animals have in our modern world. PE, OE, P

Mathematics

- Establish a rating scale which measures student opinions about favorite foods in the cafeteria. Present your findings to the cafeteria manager. PE, P

Arts and Humanities

- Read the story of “Goldilocks and the Three Bears.” Write a play which represents the points of view of the bears and Goldilocks. Determine if the rights of any were violated. PE, P

Practical Living

- Create and illustrate a poster which displays the rights and responsibilities of each member of your home. PE, P

Vocational Education

- Watch a television show from the 1960s to examine the household responsibilities of family members. Contrast the image portrayed with modern households. OE

Core Concept: Democratic Principles

Sample Middle School Activities

- Role-play a discussion about democracy between historical personalities (e.g., Plato, King George III, Thomas Paine, John Locke, Frederick Douglass, Susan B. Anthony). Create a chart which represents each person's views about democracy. PE, OE
- Create an exhibit in the school which addresses important issues in a democracy. Develop oral and written explanations and select appropriate background music to accompany the exhibit. PE, OE, P
- Create a multimedia presentation, using slides and the lyrics of popular songs, which reflects democratic principles. PE, P
- Debate whether or not parents should be free to choose their children's school. Analyze all positions stated and prepare a position paper to present to the class. PE, P

Applications Across the Curriculum

Variations on a theme: Rights

Language Arts

- Read a book about rights. Consider an important message in the book (e.g., *Animal Farm* - "All animals are created equal but some animals are more equal than others.") and examine whether or not the message applies to real-life situations. OE, P

Science

- Consider issues of justice involved in a scenario where the military is disposing of chemical waste near a community without the residents' consent. OE

Mathematics

- Create a set of pie charts which shows the relationship between ethnicity and clubs in your school. Examine reasons for your findings. Make suggestions to increase ethnic diversity in school clubs. PE, P

Arts and Humanities

- View, study, and discuss the statue entitled "Blind Justice." Create your own artistic representation of justice. Present it to the class with appropriate background music. PE, P

Practical Living

- Examine different situations involving smokers' rights and non-smokers' rights. Apply principles of justice in developing a solution to the conflict. PE, OE, P

Vocational Education

- Examine the history of child labor laws. Prepare an illustrated time line of significant events. PE, P

Reflections

Among the most fundamental reasons for public schools is the need for an educated society in a democracy. School should be the primary place for people to learn about and practice democratic principles. If students are to recognize and internalize the basic issues of justice, equality, responsibility, choice, and freedom, they need to be provided with a multitude of situations and opportunities to experience them.

Today, it is imperative that administrators, teachers, and parents begin to recognize that schools should not only be teaching about democracy but must be allowing students to practice democracy as well. The democratic issues of rights and responsibilities must be woven into the fabric of schools. Students should be expected to be democratic citizens now, not just learning to be the citizens of tomorrow.

In social studies classes, the democratic principles are deliberate academic targets of discussion and study. Incidents in the daily lives of students may also elicit discussion about rights, responsibilities, and liberties. Teachers should take advantage of every opportunity to enable students to learn about democratic principles.

Core Concept: Democratic Principles

Sample High School Activities



- Establish a student judiciary board to conduct trials for cases which involve student violations of school rules. PE
- Prepare for and participate in a debate with a “rights” theme (e.g., right to die, animal rights). Record ideas, changes in opinion, and reflections in a journal. PE, OE, P
- Produce a “how-to” video on the voting process. Have the video shown on local access television stations. PE, P
- Determine your position on gun control and design a campaign to persuade other students to adopt your viewpoint. PE, OE, P

Applications Across the Curriculum

Language Arts

- Investigate the issues surrounding the censoring of books in America. Conduct a debate concerning the reasons for censoring books. PE, OE

Science

- Research examples of the involvement of government in science and ethical issues. Consider why the government might want to censor some scientific and medical knowledge. Analyze the compatibility of this view with democratic principles (e.g., freedom of expression, freedom of thought). OE

Mathematics

- Conduct a survey to determine your community’s general view about the issue of censorship and the selling of specific controversial publications. Compare the responses given about both issues. Develop an article for the school newspaper which draws conclusions. OE, P

Arts and Humanities

- Examine the use of federal funds for support of controversial art projects. Debate your position on this issue. PE, OE

Practical Living

- Review the Bill of Rights as a cooperative learning activity and examine how it protects your rights to communicate with others. Determine if the “rights” are outdated and, if so, revise and amend them for today’s society. PE, OE

Vocational Education

- Investigate a labor-management conflict. Write an opinion on the issue as it relates to the rights of freedom, privacy, and choice of the individual. OE, P

Goal 2: Apply Core Concepts and Principles

Academic Expectation

2.15: Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

Learning Links: Police / Civil Rights / Armed Services / Taxes / Censorship / Eminent Domain / Voting / Impeachment / Vigilante / Lawsuit / Separation of Powers

Related Concepts: Justice / Equality / Authority and Power / Conflict and Consensus / Freedom / Privacy / Rights and Responsibilities / Pluralistic Society



Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

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|---|--|--|
| <ul style="list-style-type: none">• Participate in the political life of the school.• Explore the purposes and functions of local, state, and national governments.• Describe elements of familiar political systems (e.g., home, school, club).• Demonstrate knowledge of the development and purpose of rules and laws.• Identify sources of authority. | <ul style="list-style-type: none">• Demonstrate civic participation skills.• Analyze factors that account for continuity and change in political systems.• Compare sources of authority and power.• Compare democratic and non-democratic political systems (e.g., American constitutional government, parliamentary government, dictatorship, monarchy). | <ul style="list-style-type: none">• Participate actively in a variety of civic and political activities.• Evaluate various processes for political change.• Analyze the impact of ethical beliefs on political systems.• Analyze the relationship between authority and power in political systems. |
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Sample Teaching/Assessment Strategies: _____

Collaborative Process: Cooperative Learning, Reciprocal Teaching • **Community-Based Instruction:** Field Studies, Service Learning • **Continuous Progress Assessment:** Portfolio Development, Self-assessment, Performance Events/Exhibitions • **Graphic Organizers:** Graphic Representations, Time Line, Venn Diagram • **Problem Solving:** Brainstorming, Inquiry, Case Studies, Creative Problem Solving, Future Problem Solving, Debate, Interviews, Oral History, Simulation • **Technology/Tools:** Computers, Interactive Video, Multimedia, Puppets • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

Ideas for Incorporating Community Resources: _____

- Interview community leaders (e.g., mayor, sheriff, civic club officers) to identify and discuss their job responsibilities.
- Invite a local representative of a political party to discuss the “give-and-take” of politics.
- Utilize the local newspaper in discussions about current affairs.
- Interview editorialists, former military officers, former protestors, religious leaders, or members of special interest groups to discuss their views of political systems.

Core Concept: Structure and Function of Political Systems

Sample Elementary Activities

- Record your activities for one day. Examine each and determine if there is a rule or law that governs the activity. Identify the source of each rule or law. OE, P
- Design and establish rules for a new game. Justify the rules in the game so the players will understand their purpose. PE, P
- Write and perform a puppet show explaining the need for and purpose of rules in school or in the county. PE, OE, P
- Organize a class campaign and elect a leader to oversee a scientific project. PE, P

Applications Across the Curriculum

Language Arts

- Write to a pen pal in another country and compare rules, rights, and responsibilities in your school with those in your pen pal's school. OE, P

Science

- Write a letter to your local government representative to discover local environmental regulations. Determine whether or not your school is in compliance. PE, P

Mathematics

- Compose a set of classroom rules, responsibilities, and consequences. Revisit the set after a period of time to determine needed adjustments in either the rule or behavior. OE, P

Practical Living

- Investigate the similarities between the way you provide care for your pet and the way your parents care for you. OE, P

Arts and Humanities

- Design a comic book which explores the relationship between power and authority. PE, P

Vocational Education

- Interview persons involved in law enforcement. Draw conclusions about the purpose of rules and laws and who shall be subject to their authority (e.g., "no person is above the law"). P

Core Concept: Structure and Function of Political Systems

Sample Middle School Activities

- Plan a government for a colony on Mars. Design organizational diagrams. Present justifications for your government. PE, OE, P
- Write a constitution for your club or group. Compare your constitution to the U.S. Constitution to find differences and similarities. OE, P
- Study the effect of modern technology on political systems in the world. Determine if technology encourages or impedes democracy. OE, P
- Develop a list of statements under the heading "Why Can't I..." List rules or laws which regulate each concern. Investigate strategies which could be used to change one of the concerns. P

Applications Across the Curriculum

Language Arts

- Interview community leaders to identify common attributes of leadership. Compare these leadership attributes to school leaders. OE

Mathematics

- Analyze the frequency of females elected to office in world politics over the last decade. Predict trends in future elections based on your data. PE, OE, P

Science

- Investigate examples of scientific research developed to benefit people but which were taken over by a political system for its own purposes. Examine how scientists felt and reacted to the government's actions. Suggest ways in which the scientific community could have avoided this. PE, P

Arts and Humanities

- Create an artistic representation of how leadership can involve non-violent (e.g., passive resistance, hunger strikes) behavior. PE, P

Practical Living

- Examine leadership attributes of personalities in the news. Determine how these attributes could be utilized by leaders in a variety of political systems. PE, P

Vocational Education

- Design a flowchart showing the hierarchy of leadership in a workplace. Examine how the workplace resembles a political system. Determine which type of political system it most resembles. PE

Core Concept: Structure and Function of Political Systems

Sample High School Activities

- Volunteer to work in the campaign of a candidate. Keep a journal of your activities. Evaluate your role and the outcome of the campaign. OE, P
- Develop and present a flowchart on a computer showing how a citizen's idea might become the basis of legislation at the local, state, or national level. PE, OE, P
- Analyze controversial issues surrounding Kentucky's constitution. Determine what revisions are needed (if any) and draft a new document or create a defense of the current constitution. Submit and defend these ideas to a panel of lawyers, officials, and educators in the community as a culminating activity. PE, OE
- Compose a musical piece which expresses the ideas found in the political system of the United States. Perform the piece and obtain responses from the audience as an evaluation of the piece's effectiveness. PE, P

Applications Across the Curriculum

Variations on a theme: Political Authority

Language Arts

- Write a short story about your community if it were to suddenly change its political system (e.g., monarchy, dictatorship, communism). Show how your life would be different. OE, P

Science

- Design a presentation which shows how scientific research is used by various political systems. PE, P

Mathematics

- Conduct a demographic study of the world to show populations living under authoritarian and democratic societies. Draw conclusions, explain the evidence, and make predictions about the future of democracy in the world. OE, P

Arts and Humanities

- Compare art and music from Nazi Germany to the United States during the Great Depression. Explain differences and similarities. OE

Practical Living

- Investigate how people living in various political systems might deal with controversial issues found in everyday life (e.g., censorship, education reform, homelessness). OE, P

Vocational Education

- Illustrate ways in which a political system influences the creation of job opportunities. PE, P

Reflections

The study of government, political systems, and economic infrastructures throughout the world are primary components in the field of social studies. Within the context of political systems, students are exposed to the concepts of democracy, authority, power, civic responsibility, civil rights, and the legal intricacies of government. They become aware of differences in political systems as they compare and contrast the democratic and non-democratic models. Through this introduction into the world of political systems, students examine factors of conflict and conflict resolution, continuity and change, and leadership and civic responsibility. It is inherent in social studies that students study the formal structures of government which influence their daily lives. Every opportunity to focus on the political structures and forces that shape governing policies helps students shape their personal and political beliefs. It is through the broad view of political activity throughout the world that students develop their own belief systems on law and ethics. Beginning with the activities included, use every opportunity to infuse the impact and influence of political systems into everyday lessons.

Goal 2: Apply Core Concepts and Principles

Academic Expectation

2.16: Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

Learning Links: Family / Religion / Workplace / Laws / Holidays/Celebrations / Refugees / Homeless / Migrant Workers / Clubs / Moral Majority / Gangs

Related Concepts: Ethnocentrism / Ethnicity / Cultural Relativity / Pluralism / Prejudice / Discrimination / Group Norms / Equity / Customs / Conformity

Elementary Demonstrators



Middle School Demonstrators



High School Demonstrators



Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

- Demonstrate an ability to function as part of a social system.
- Identify a social problem and seek positive change.
- Recognize and respect various individual and group belief systems.
- Identify cultural bias and stereotyping.
- Recognize roles within various social groupings.
- Recognize family similarities and differences.
- Modify a social system to effect positive change.
- Evaluate individual responsibilities within various social systems.
- Analyze the impact of social institutions (e.g., religious, educational, occupational, and political systems) in society.
- Examine the consequences of prejudice and discrimination (e.g., age, gender, ethnicity) on social systems.
- Compare the social institutions of different cultures.
- Design strategies to resolve and effect change within a social system.
- Analyze how individual and group beliefs affect social systems.
- Examine the societal implications of personal prejudices.

Sample Teaching/Assessment Strategies:

Collaborative Process: Cooperative Learning • **Community-Based Instruction:** Field Studies, Mentoring, Service Learning • **Continuous Progress Assessment:** Checklist, Conferencing, Portfolio Development, Self-assessment, Performance Events/Exhibitions • **Graphic Organizers:** Compare/Contrast Structures, Graphic Representations, Time Line • **Problem Solving:** Brainstorming, Heuristics, Inquiry, Questioning, Case Studies, Creative Problem Solving, Debate, Oral History, Role-play • **Technology/Tools:** Computers, Interactive Video, Multimedia • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

Ideas for Incorporating Community Resources:

- Identify community action groups such as American Red Cross, Big Brothers and Big Sisters, Habitat for Humanity, SADD, MADD, or Friends of the Earth to determine how students can be involved.
- Invite a local government official to class to discuss how census data is important to the community.
- Survey local citizens to determine social changes occurring or needed in the community.
- Conduct interviews with senior citizens of the community about the type and functions of social organizations in the past.

Core Concept: Structure and Function of Social Systems

Sample Elementary Activities

- Identify different types of families and the different roles within families. Create and present a drama which demonstrates a variety of family structures and roles. PE
- Discuss a social problem such as homelessness or alcohol abuse. Investigate how these social problems could have an impact on students. OE, P
- Write and produce skits depicting appropriate responses when confronted with situations which could lead to inappropriate behavior (e.g., drug/alcohol use, shoplifting, vandalism). PE, OE
- Present an eyewitness newscast in which the reporter interviews Cinderella about how she copes with problems in her family life. PE, P
- Conduct a photo survey of conditions or situations in the community which are in need of attention (e.g., potholes in streets, vacant lots). Send the survey and a letter of explanation to a community leader. PE, OE, P

Applications Across the Curriculum

Variations on a theme: Families

Language Arts

- Dress as one of your grandparents and tell “A Tale My Grandparent Told Me About My Family.” Explain the importance of this story to your family. PE, P

Science

- Examine the familial relationships of several different types of animals. Make comparisons between them and human families. Investigate the various roles individuals have in family relationships. OE, P

Mathematics

- Create a chart with suggestions for “How To Be A Good Family Member.” Keep track of how many times classmates use the suggestions. Draw conclusions as to why certain suggestions are used more than others. OE, P

Arts and Humanities

- Create a dramatization of “The Old Woman Who Lived In A Shoe” which shows the importance of family members helping each other. PE

Practical Living

- Keep a log recording the food your family eats in a week. Indicate any customs or beliefs of your family that influenced dietary choices. P

Vocational Education

- Investigate types of social services that are available to meet the needs of a family when a parent whose income is vital becomes unemployed. OE, P

Reflections

Through the study of social systems, students are introduced to the customs, beliefs, norms, and roles that guide their actions and behaviors in school and in life. Beginning in the early grades, with the focus on self, family, neighborhoods, and communities, students learn to understand and appreciate their role and the role of others in society.

By involving students in the study of cultures, holidays, customs, celebrations, literature, and laws, students gain not only a global view, but also an appreciation of the similarities and differences that make each society unique.

It is through this early and ongoing experience with social systems that students are able to recognize, analyze, and evaluate their role. Furthermore, it is through this informed exposure to the variations within global societies that they learn to appreciate differences and learn, not only a tolerance, but an understanding of the value of those differences. With this global perspective, students are less likely to harbor feelings of bias, prejudice, and bigotry.

Core Concept: Structure and Function of Social Systems

Sample Middle School Activities

- Critique some older films, television shows, or radio programs in order to detect cultural bias and stereotyping within families from the 1950s and today. OE, P
- Create a picture book for preschool children which would help them cope with a family crisis (e.g., the loss of a pet, birth of a sibling). PE, P
- Establish criteria for responsible group membership. Work in a group and reassess the criteria. PE, P
- Develop a social-service action plan for your school or community (e.g., disaster-preparedness plan for the school). Present the plan to the school council or school board. PE, P

Applications Across the Curriculum

Language Arts

- Read a book about adolescents in another culture. Develop a comparative list of problems, issues, and concerns faced by the characters in the book and modern adolescents. Write a scenario which proposes a way of dealing with the problems. OE, P

Science

- Research the impact that various interest groups have had on science-related discoveries, inventions, or cures. Based on your findings, develop a presentation for a real audience which focuses on the ability of citizens to impact society through group action. OE, P

Mathematics

- Use census data to create graphs of family structures. P

Arts and Humanities

- Read or view the play, *Our Town*. Create and present your own presentation of a play which accurately represents the social status of various people in your community. PE, OE, P

Practical Living

- Brainstorm to create a list of all of the social groups to which you belong (e.g., school, family, church, government). Write a journal entry which examines your role and status in each of these groups. OE, P

Vocational Education

- Design a flowchart showing the hierarchy of decision making in a local business. Evaluate its effectiveness. PE, P

Core Concept: Structure and Function of Social Systems

Sample High School Activities



- Research and investigate the effect of alcoholism on family life in your community. Work to create a support group for people in the community who have experienced the effects of alcoholism. PE
- Develop a chart showing social stratification in the community. Create an action plan to address problems arising from this stratification and present the plan to local community leaders. OE, PE
- Research and investigate the frequency and effect of eating disorders in your school. Work to create a support group for students in the school who are affected by eating disorders. PE, P
- Write a social history (including the daily life of ordinary people) which focuses on a group(s) of people who usually do not receive sufficient emphasis in history textbooks. OE, P

Applications Across the Curriculum

Language Arts

- Investigate incidents of gender bias in your local community. Write a letter to the editor of your local newspaper in which you take a stand on the issue. OE, P

Science

- Research ways in which science has been used to justify, support, or eliminate prejudice. Draw conclusions about the uses of science by different societies. OE, P

Mathematics

- Select a topic which deals with an issue of prejudice or bias. Formulate a valid question, collect data, display the results, analyze the data, and draw inferences. PE, OE, P

Arts and Humanities

- Design a poster which attempts to convey an effective anti-prejudice message. PE, P

Practical Living

- Investigate the availability and affordability of health-care services for a variety of social groups in your community. Examine social factors (e.g., prejudice, socioeconomic status) which may have affected the services provided. OE, P

Vocational Education

- Examine hiring practices in Kentucky for several occupations during the 1950s and for comparative occupations today. Determine the effect that prejudice has played in job opportunities. Support or refute affirmative action. OE, P

Goal 2: Apply Core Concepts and Principles

Academic Expectation

2.17: Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.

Learning Links: United Nations / Immigration / Emigration / National Anthems / Global Village / Telecommunications / Architecture / Language / Folk Tales / Celebrations / Customs / Legends

Related Concepts: Religion / Multicultural Perspective / Diversity / Equity / Equality / Interdependence



Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

- Explore conflict resolution strategies for problems arising from cultural tensions.
- Investigate how our society is influenced by a variety of cultures.
- Recognize that culture is learned.
- Describe cultural universals, similarities, and differences.
- Recognize and respect the right of others to display unique characteristics.
- Explore the uniqueness of the individual.
- Develop strategies to work cooperatively with culturally diverse groups.
- Analyze the benefits and problems of living in a pluralistic society.
- Analyze cultural differences.
- Demonstrate multicultural understanding through a variety of real-life activities.
- Design strategies to solve problems arising from cultural differences.
- Analyze the assimilation and non-assimilation of groups into society.

Sample Teaching/Assessment Strategies: _____

Collaborative Process: Cooperative Learning • **Community-Based Instruction:** Field Studies, Service Learning • **Continuous Progress Assessment:** Interviews, Observation, Portfolio Development, Self-assessment, Performance Events/Exhibitions • **Graphic Organizers:** Mapping/Webbing, Time Line, Venn Diagram • **Problem Solving:** Inquiry, Case Studies, Creative Problem Solving, Future Problem Solving, Debate, Oral History, Simulation • **Technology/Tools:** Computers, Interactive Video, Multimedia • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

Ideas for Incorporating Community Resources: _____

- Invite community members of various cultural backgrounds to help plan and participate in a cultural exhibition.
- Interview representatives of private businesses and industries to learn about their international linkages.
- Contact the Bluegrass International Program, Japan/America Society, Kentucky International Education Program, or similar organizations for multicultural resources.

Core Concept: Cultural Diversity

Sample Elementary Activities

- Research other cultures to identify behaviors that are considered to be rude and impolite. Dramatize the findings. Compare the rude and impolite behavior to acceptable and non-acceptable behavior in our society. PE
- Read a literary selection such as Nolen's *Hats, Hats, Hats* and work in teams to create books about cultural elements common throughout the world (e.g., food, clothing, shelter). Present the books to younger children. PE, P
- Interview someone who grew up in a culture other than your own. Examine and discuss differences between the two cultures. P
- Develop an album of different cultures using pictures from a magazine. P
- Tell the story of a famous historical person who was involved in a conflict (e.g., Rosa Parks, Martin Luther King, Jr.). Explain how the person dealt with conflict resolution. PE, OE, P

Applications Across the Curriculum

Language Arts

- Prepare a tasting party of ethnic dishes for another class. Plan and implement the following tasks: budget, menu, invitations, decorations, entertainment, food preparation. PE, P

Science

- Compare daily dress to the ceremonial dress in various cultures. Present your findings. PE, P

Mathematics

- Collect and organize information related to your ancestors' birthplaces. Prepare a presentation of your findings. PE, P

Arts and Humanities

- Create a collage showing how people from diverse cultures have influenced American history. PE, P

Practical Living

- Interview older members of a given culture regarding their leisure activities as children. Determine the influence of the past on the leisure-activity choices in that culture today. OE, P
- Interview immigrants to determine cultural health remedies and treatments for diseases. Present the findings. PE, OE, P

Vocational Education

- Investigate customs linked with your family's culture. Exchange this information with class members. PE, P

Core Concept: cultural Diversity

Sample Middle School Activities

- Construct a list of the groups not represented at the Constitutional Convention in 1787; speculate about how the Constitution might have been different if the groups not represented had been present. Communicate these differences. PE, OE
- Study slave narratives and other primary sources from American history. Compare the view expressed in these documents to modern views about minority groups. Analyze whether or not racism is more or less prevalent in the United States today. PE, OE
- Investigate the inequities in the treatment of minorities in the local community. Develop a presentation about your findings. PE, P
- Organize a club in your school which works to promote cultural understanding. PE, P

Applications Across the Curriculum

Variations on a theme: Identities

Language Arts

- Examine the idea of national stereotypes as portrayed in a novel (e.g., *My Darling, My Hamburger* by Paul Zindel). Compare and contrast this idea to your own and your classmates. OE, P

Science

- Chart the influx of other cultures into the United States over the last 200 years. P

Mathematics

- Prepare several different charts showing how the influx of various cultures into the United States has influenced demographic changes. P

Arts and Humanities

- Create a collage showing how people from diverse cultures have influenced American history. Present the collage to the class. PE, P

Practical Living

- Make costumes celebrating cultural diversity in the United States. PE, P

Vocational Education

- Discuss the identification of certain cultural groups with certain occupations in the United States. OE

Reflections

Worldwide travel, changing political boundaries, open trade agreements, and instant communications have created what is called the global community. Technology links nations and in some cases transcends the language barriers in this global community, but the culture and customs of the various people remain honored traditions.

To acquaint students with the richness of this global mosaic is to set the stage for future interactions, collaborations, and partnerships; to acquaint students with the diversity of our world is to bring together the universal traits that lace together all the cultures. The listed activities suggest exploration and examination of the various racial, ethnic, and cultural phenomena. Also, there are many opportunities throughout the curriculum to investigate the cultural diversity in holistic, integrated units.

Core Concept: cultural Diversity

Sample High School Activities



- Create and present a video tour of the central states which examines the movement and settlement of diverse cultures throughout the country. Present your video to the class. PE, P
- Design and sponsor a community workshop which promotes cultural awareness and conflict resolution. PE, P
- Research and analyze the attitudes of minorities about local issues. Present findings and recommendations to local civic and political leaders as a basis for revising local policies. PE, P
- Investigate a student exchange program which involves students from various cultures located in the state, nation, or world. OE, P

Applications Across the Curriculum

Language Arts

- Identify diverse ethnic and cultural groups in your community. Study the lifestyles of each group to determine similarities and differences of each group. Plan a community event which celebrates the commonality of all the groups. PE

Science

- Debate the issue of different cultures (e.g., Native Americans) being able to use a controlled substance in a cultural ceremony. PE

Mathematics

- Research the demographics of various ethnic groups in the United States. Graph the findings and make predictions about future trends. OE, P

Arts and Humanities

- Research customs, past and present, on culture and present findings through multimedia (e.g., videos, photos). PE

Practical Living

- Investigate the various health-care services provided by different governments. Determine how cultural influences have impacted government participation in the health-care system. Present your findings. PE

Vocational Education

- Research salaries for occupations in a variety of cultures. Make inferences about the status placed on individuals holding these occupations in their society. Justify your findings to the class. PE

Goal 2: Apply Core Concepts and Principles

Academic Expectation

2.18: Students understand economic principles and are able to make economic decisions that have consequences in daily living.

Learning Links: Black Market / Capitalism / Deficit / Inflation / Money / Stock Market / Banks / Credit / Automation / Imports / Cost of Living / Socialism / Utopia / Fiscal Policy / IRS / Advertising

Related Concepts: Interdependence / Goods & Services / Comparative Economics / Wants & Needs / Consumption & Production / Personal Finance / Decision Making / Trade & Migration / Opportunity Costs / Scarcity / Supply & Demand / Markets



Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

- Develop informed decisions based on a variety of economic considerations.
- Explore interdependent relationships among personal, local, state, national, and international economies.
- Recognize and apply fundamental marketing strategies (e.g., survey, cost analysis, product development).
- Understand the importance of planning and maintaining accurate records of budgeting and other financial activity.
- Recognize and apply fundamental economic concepts (e.g., wants and needs, supply and demand, scarcity).
- Predict consequences of personal or group economic choices (e.g., spending versus saving, economic development versus environmental preservation).
- Analyze relationships among economic factors (e.g., political structure, natural resources, population, technology) and the interdependence of nations.
- Examine ways cultural heritage influences economic decisions.
- Analyze the effects of economic factors (e.g., supply and demand, wants and needs) on decision making.
- Analyze, demonstrate, and defend real-life economic decisions.
- Analyze the interdependence of personal, national, and global economic issues and concerns.
- Explain how economic systems reflect real-life situations (e.g., trade deficits, employment).

Sample Teaching/Assessment Strategies:

Collaborative Process: Cooperative Learning • **Community-Based Instruction:** Field Studies, Service Learning • **Continuous Progress Assessment:** Portfolio Development, Self-assessment, Performance Events/Exhibitions • **Graphic Organizers:** Graphic Representations, Time Line, Venn Diagram • **Problem Solving:** Inquiry, Creative Problem Solving, Future Problem Solving, Debate, Formulating Models, Interviews, Oral History, Research, Simulation • **Technology/Tools:** Computers, Interactive Video, Telecommunications • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

Ideas for Incorporating Community Resources:

- Invite local marketing agency employees to be resources, presenters, or mentors for students engaging in marketing projects.
- Contact Junior Achievement or the Kentucky Council for Economic Education for ideas and resources on economic education.
- Identify employers in your area and study their impact on the local economy.
- Ask a representative from the local chamber of commerce to discuss the changes in the local economy over the last 50 years and make predictions concerning changes in the next 50 years.

Core Concept: Structure and Function of Economic Systems

Sample Elementary Activities

- Form a business that involves producing goods (e.g., brownies, books) or a service (e.g., raking leaves). Apply fundamental economic concepts and determine the success of the project. PE
- Analyze and chart techniques that advertisers use to sell toys (e.g., Saturday morning cartoons, animated movie characters). Prepare a consumer awareness presentation. PE, P
- Create a graphic organizer that illustrates the impact of automation on the world of work. Present and describe the organizer to a panel of students. PE, P
- Participate in a “barter-day” where you trade items with other students. Discuss the convenience of money. PE, P

Applications Across the Curriculum

Language Arts

- Create an advertising slogan which would convince children to purchase your favorite new toy. PE, P

Science

- Analyze reasons why the cost of a new invention decreases over time. P

Mathematics

- Purchase activities for a car trip (e.g., books, games, puzzles) with a \$10 budget. PE

Arts and Humanities

- Create a play about a homeless child's wants and needs. PE

Practical Living

- Determine which daily-use items are wants and which are needs. Use drawings and pictures from magazines to create a chart that shows your findings. Present the chart to your class. PE, P

Vocational Education

- Do a comparative study of your wants and needs. Determine the salary range needed to satisfy your wants and needs. P

Core Concept: Structure and Function of Economic Systems

Sample Middle School Activities



- Evaluate economic decisions with a cost-benefit analysis. Select a product for purchase and consider both the costs (what is given up) and the benefits (what is gained). Chart the findings and present. PE, OE
- Evaluate the relationship among supply, demand, and costs of a seasonal product (e.g., tomatoes, August-November; Christmas Trees, Thanksgiving-Christmas Day). Compare costs biweekly at various sites and create a chart to display findings. PE, OE, P
- Prepare a “mock” budget for a family in the community. Present the budget and include a rationale for the decisions and major financial problems which may be faced by the family. PE
- Create a business that will generate income from recycled products. PE, P
- Design a marketing strategy for a product important to middle school students. Analyze the effectiveness of the strategy. PE, OE, P

Applications Across the Curriculum

Language Arts

- Write a jingle which could be used to advertise a product designed for adolescents. PE, P

Science

- Research the cost of obtaining animals for a zoo. Compare/contrast the prices of various animals. Relate to supply and demand. OE, P

Mathematics

- Investigate what factors determine the value of a baseball card. Find the price of the most expensive baseball cards. OE, P

Arts and Humanities

- Research the rising prices for works of art in recent years. Relate the prices to the concept of supply and demand. OE, P

Practical Living

- Explain to a class of elementary school students how supply and demand influences the cost of items in a grocery store. PE

Vocational Education

- Investigate the historical and present-day connections between supply and demand and the availability (and salary ranges) of jobs. Predict what job opportunities might be available in the future. OE, P

Core Concept: structure and Function of Economic Systems

Sample High School Activities

- Investigate how the state lottery functions. Use a computer to develop a cost-benefit analysis for the state. Write a position paper which considers whether or not the state should have a lottery. P
- Develop a list of goods and services that are scarce in the community. Discuss possible causes for the scarcity and suggest ways that the community can deal with the problem. Present your findings to the local planning commission. PE
- Solve an economic problem using the techniques of two different economic systems. Present a possible solution and predict long-term implications of that solution to a panel of teachers and local business leaders. PE

Applications Across the Curriculum

Variations on a theme: Interdependence

Language Arts

- View the movie *Blue Planet*. Compare and contrast the production to other portrayals of planet Earth. OE, P

Science

- Research “Greenpeace” to learn about an interdependent ecological effort. Draw conclusions on how this effort impacts the world economy. OE, P

Mathematics

- Create a time line showing major events dealing with economic interdependence. Extend the time line to make predictions about the future. PE

Arts and Humanities

- Research the amount of money that has been provided by the federal government to support the National Endowment for the Arts (NEA). Investigate governmental support for the arts in Great Britain, France, and Germany. Debate the importance of government support for the arts using information collected. PE, OE, P

Practical Living

- Research various items used each day. Determine their country of origin and draw conclusions about economic interdependence. OE, P

Vocational Education

- Analyze and present findings on how the North American Free Trade Agreement affects economic interdependence. OE, P

Reflections

R. Buckminster Fuller envisioned a global community which he metaphorically called “Spaceship Earth” in his book, The Critical Path. In this discussion, he describes a world game in which all the resources in the world are redistributed and the economic well-being of every human being is guaranteed. In this utopian plan, he understands that there are enough essential resources for all to live at some level of human dignity. To understand the reallocation of resources and the delicate balance of the many economic factors that influence this “Spaceship Earth,” students need schooling in the fundamental concepts of economics, such as scarcity, supply and demand, goods and services, producers and consumers, and opportunity costs.

Students already understand wants and needs, and income and expenses, through their everyday interactions with real economics. They also need to understand the complicated interdependence of the factors in various economic scenarios. Along with the explicit focus on economics as part of the traditional social studies curriculum, activities can be structured that provide opportunities to investigate and solve economic problems, since topics such as budgets, costs, and best buys fit with other curriculum units of study.

Source: R. Buckminster Fuller—The Critical Path

Goal 2: Apply Core Concepts and Principles

Academic Expectation

2.19: Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

Learning Links: Pollution / Culture / Rivers / Climate / Endangered Species / Erosion / Agribusiness / Famine / Overpopulation / Earthquake / Desalinization / Space / Biomes

Related Concepts: Location / Place / Regions / Relationships Within Places / Movement



Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

- Examine the interaction between people and their environment and predict trends.
- Compare regions to identify unifying characteristics.
- Explain the influence of geographic factors on human movement.
- Use geographic sources of information and data for a purpose.
- Use a variety of means to identify absolute and relative location.
- Recognize that everything has a location.
- Evaluate the influence of geographical factors in real-life decisions.
- Analyze relationships among people, places, and events using geographic skills and resources.
- Analyze geographic characteristics (e.g., landforms, waterways, climate, and natural resources) to explain human/regional relationships.
- Evaluate the impact of geographic factors on real-life issues.
- Analyze and evaluate geographic considerations in making decisions.

Sample Teaching/Assessment Strategies:

Collaborative Process: Cooperative Learning, Peer Tutoring, • **Community-Based Instruction:** Field Studies, Service Learning • **Continuous Progress Assessment:** Interviews, Portfolio Development, Self-assessment, Performance Events/Exhibitions • **Graphic Organizers:** Graphic Representations, Mapping/Webbing, Storyboard, Time Line, Venn Diagram • **Problem Solving:** Inquiry, Case Studies, Creative Problem Solving, Future Problem Solving, Debate, Interviews, Oral History, Simulation • **Technology/Tools:** Computers, Games, Interactive Video • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

Ideas for Incorporating Community Resources:

- Obtain information from the Kentucky Tourism Cabinet about significant geographic locations in the state (e.g., Mammoth Cave, Kentucky Lake).
- Contact chambers of commerce nationwide and local travel agencies about the geography of other states.
- Utilize an electronic bulletin board to communicate with others.
- Invite a local agronomist to discuss the influence of geographic factors on land use and development.
- Contact the Kentucky Geographic Alliance to obtain resources about geography.
- Contact the National Guard or a military base for information about the influence of topography in military movements.

Core Concept: Relationship of Geography to Human Activity

Sample Elementary Activities

- Create a classroom grid to show the absolute location of the students, teacher, and furniture in the room. Extend the activity to include relative location. Present and explain the grid. PE, P
- Create and present a riddle about one of the fifty states. Include at least five pieces of relevant information concerning geographic location. Sequence clues from general to specific. PE
- Create a scale map of your town and apply the five themes of geography to explain it. PE
- Prepare a tasting party of ethnic dishes for another class. Explain how geography influences the diets of people around the world. PE
- Develop a travel brochure of an Asian country and what tourists will see there. PE, OE, P

Applications Across the Curriculum

Variations on a theme: Location/Place

Language Arts

- Read a novel (e.g., *My Side of the Mountain*; *Sign of the Beaver*; *Sarah, Plain and Tall*) and explain how geography affected the life of the central character. OE, P

Science

- Construct a topographical map with various types of terrains. Predict where cities might develop and explain the reasons why. PE, P

Mathematics

- Make a pictorial chart showing the relationship between altitude and climate. PE

Arts and Humanities

- Study totem poles and research how they express cultural beliefs. Create and present a totem pole representation of your culture. PE

Practical Living

- Analyze the relationship between the location and features of houses built in various areas around the world. Build a scale model of one of the houses. OE, P

Vocational Education

- Relate types of jobs to the geography of an area. PE

Reflections

The study of geography—regions, climates and products, resources and relationships—is as old as humankind. Natural phenomena such as earthquakes, erupting volcanoes, glacial mountain ranges, and traveling icebergs are topics students love to explore. Not only are these topics motivating to youngsters, they are also relevant in their everyday lives. They hear and read about these disasters on the news.

Moreover, geography focuses on environmental concerns which affect us all. To be environmentally aware is not only expected of today's young citizens, it is critical to their futures. Problems caused by mankind must be solved by mankind: air, water, and even noise pollution are crucial issues that demand our attention. The possibilities for incorporating geographical data, charts, maps, and global studies into existing curricular units is unending. Many thematic models target the environment as the organizing concept across disciplines. You can thread environmental issues, map skills, and the changing globe into everything you do in the classroom.

Core Concept: Relationship of Geography to Human Activity

Sample Middle School Activities

- Prepare a videotape showing relevant geographic features of the local area. Hold a round-table discussion after the video to consider the impact of geography on the community. PE, P
- Identify sites for locating a factory, a school, or a park in your community. Use aerial photographs and other resources to choose a site. Submit your plan to a panel of teachers and planning experts for evaluation. PE, OE, P
- Create a brochure, including maps, which explains local geography and points of interest for newcomers in the community. PE, P
- Draw a map of your county which shows directions for getting from school to every student's home in the class. Distribute the map to class members for future reference. PE, P

Applications Across the Curriculum

Language Arts

- Read a book in which a character relocates (e.g., *In the Year of the Boar and Jackie Robinson*). Explain how the character's move affects the story. P

Science

- Research how a volcanic eruption can affect the climate in other parts of the world. Present your findings. PE, OE

Mathematics

- Design a travel itinerary from Tucson, Arizona to Hartford, Connecticut. On a budget of \$1,000, visit ten cities and explain geographic features which contribute to the uniqueness of each. OE, P

Arts and Humanities

- Analyze how artists' (e.g., Matisse, Gauguin) works reflect their changing environments. OE, P

Practical Living

- Chart the spread of a communicable disease from one region to another. P

Vocational Education

- Research how and why businesses choose various locations for their industry. Explain your findings to a group of your peers. PE, P

Core Concept: Relationship of Geography to Human Activity

Sample High School Activities



- Produce a presentation for middle school students which explains the relationship between Kentucky's geography and the state's economy. Suggest solutions to economic problems which are supported by geographic conditions. PE
- Build a model rocket with a camera in the payload. Launch the rocket over a geographically significant area of land in the community and build a scale model showing major geographic features depicted in the picture. PE
- Use a series of news or historical accounts and other relevant data to determine the relationship between an event and its location. Create maps and visuals to use in support of your conclusions in a presentation. PE
- Investigate how the movement of industrial pollution from the United States has affected the environment in Canada. Hold a debate focusing on the responsibility of nations to control pollution emissions. PE, OE

Applications Across the Curriculum

Language Arts

- Write a story which examines the relationship between the individual and his/her environment. OE, P

Science

- Analyze the impact of communication technology on the exchange of information. OE, P

Mathematics

- Study man-made canals which have facilitated the movement of people and goods. Calculate distance and times involved from one point to another in pre-canal and post-canal periods. OE, P

Arts and Humanities

- Observe the portrayal of geographic features in different works of art (e.g., Winslow Homer, Japanese landscape). Create art works to reflect the six regions of Kentucky. PE

Practical Living

- Study diseases that occur in different parts of the world. Relate how geography is involved in the occurrence and prevalence of the diseases. PE, OE, P

Vocational Education

- Predict jobs of the future and where they might be located in the world. Prepare a series of maps which illustrate your findings. OE, P

Goal 2: Apply Core Concepts and Principles

Academic Expectation

2.20: Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

Learning Links: Revolution / Transportation / Technology / War / Migration / Futurism / Tyranny / Scientific Discovery / Education / Human Rights / Religion / Literature / Humanities / Geography

Related Concepts: Social Forces / Cause-and-Effect / Change / Continuity / Multiple Causation / Interpretation / Trends / Historical Events / Historical People / Primary & Secondary Sources / Historical Documents



Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

- | | | |
|---|---|--|
| <ul style="list-style-type: none">• Make inferences about issues, events, or people based on historical data.• Explore temporal relationships of historical events.• Examine cause-and-effect and multiple causation.• Recognize continuity and change.• Distinguish among the past, present, and future. | <ul style="list-style-type: none">• Evaluate the impact of historical factors on the development of current issues.• Use historical perspectives and trends to develop understanding of current personal or social events.• Examine the interpretive nature of historical accounts. | <ul style="list-style-type: none">• Synthesize historical perspective with current data in practicing political and civic participation.• Interpret events utilizing historical investigation.• Interpret events using historical perspective. |
|---|---|--|

Sample Teaching/Assessment Strategies: _____

Collaborative Process: Cooperative Learning, Reciprocal Teaching • **Community-Based Instruction:** Field Studies • **Continuous Progress Assessment:** Anecdotal Records, Self-assessment, Performance Events/Exhibitions • **Graphic Organizers:** Advance Organizers, Mapping/Webbing, Storyboard, Time Line, Venn Diagram • **Problem Solving:** Inquiry, Case Studies, Creative Problem Solving, Future Problem Solving, Debate, Interviews, Oral History, Research, Role-play, Simulation • **Technology/Tools:** Computers, Games, Interactive Video, Multimedia, Video/Videotaping • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

Ideas for Incorporating Community Resources: _____

- Ask leaders of local service organizations to participate in the development of a time line of the community's major historical events.
- Interview citizens from your community to compile a local oral history.
- Contact the Kentucky Historical Society or Museum of History and Science to obtain resources or guest speakers.
- Contact county residents to obtain information and artifacts for the creation of a local archives in the school library.
- Contact the Census Bureau for information about historical changes in demographics.

Core Concept: Historical Perspective

Sample Elementary Activities

- Develop and present a demonstration which shows and explains historical changes in the community. Use past and present photographs of the community. PE, OE, P
- Stage an accurate dramatization of an historical event. Rewrite the ending to show how different decisions could have created different consequences. PE, OE
- Read a story, historical account, or primary document and discuss the causes-and-effects of the various characters' actions. Create a comic book showing the story in pictures. PE, P
- Make an abecedary about a group of Native Americans in history. Present and explain the book to your parents. PE, OE, P

Applications Across the Curriculum

Language Arts

- Read a story set in the time when your grandparents were children. Write about some of the differences between their experiences and your experiences. OE, P

Science

- Examine three different scientific discoveries which have been made in history. Determine the order in which the discoveries were made and explain why the discoveries were made in that sequence. PE, OE, P

Mathematics

- Use manipulatives to represent periods of time (e.g., towers of blocks representing the ages of grandparents, parents, and self). PE

Arts and Humanities

- Research the history of your school. Prepare an artistic representation that illustrates that history. PE, OE, P

Practical Living

- Research the history of a sport or leisure activity. Develop a time line which records important events in that sport and corresponding events in history. PE, P

Vocational Education

- Discuss with grandparents and parents what occupations they wanted to hold when they were children. Write explanations for any differences between childhood plans and actual jobs or careers. OE, P

Core Concept: Historical Perspective

Sample Middle School Activities

- Use primary sources to interpret an historical event (e.g., Who fired the first shot in Lexington?). Present your findings to a panel of students and teachers. PE, OE, P
- Analyze and interpret information about the application of free speech during a historical event. Compare and contrast views about free speech in the historical time and today. PE, P
- Design a pictorial display with captions showing a trend in western civilization. PE
- Design a “History Day” where students in your school participate in activities representative of a selected era in history. PE, OE, P

Applications Across the Curriculum

Variations on a theme: Transitions/Change Over Time

Language Arts

- Read *Frankenstein* by Mary Shelley. Investigate why *Frankenstein* was written in the early nineteenth century. Write a story about a monster created by the science of modern times. OE, P

Science

- Develop a museum exhibit which demonstrates how people’s ideas of monsters have changed over the years. Show how that change is a response to technological changes. PE

Mathematics

- Develop a chart showing the relative heights of movie and literary monsters covering a span of two centuries. Include the description of the process used to estimate when actual dimensions are not given. PE

Arts and Humanities

- Create a monster video using equipment and effects to which you have access. Design a movie poster representative of at least two different time periods for your movie (e.g., the 1950s and the 1990s). PE

Practical Living

- Submit a budget in advance for your production of a monster movie. How would the budget have changed if you had wanted to produce a monster movie 20 years ago? Predict what a budget would be 20 years from now. OE, P

Vocational Education

- Design sets for use in your monster video. PE

Reflections

Most students think history is just a bunch of dates, names, and facts. Good teachers of history, though, are able to fill their classes with meaningful questions, thoughtful discussions, and intriguing challenges which stir the curiosity and imagination of students. In this way, students are able to appreciate and find purpose in the study of history.

As a subject, history is much more than the boring roll call of events without relevance that many students seem to believe it is. When presented with a breadth and depth which uses inquiry, problem solving, and critical thinking, history comes alive for students with the excitement of a mystery, the fun of a good story, and the fascination of insightful discovery.

Weaving historical data and even more importantly, a sense of our historical heritage into the fabric of literature, art, music, and even scientific discovery, provides an easily integrated humanities approach to study-units that students enjoy and benefit from in subtle ways. Every teacher is a teacher of history—that is your legacy to these young minds.

Source: Fogarty—[The Mindful School: How to Integrate the Curricula](#)

Core Concept: Historical Perspective

Sample High School Activities



- Conduct a debate on a major historical issue using individuals representing different time periods and historical perspectives (e.g., *Meeting of the Minds*). PE
- Put “War” on trial. Conduct a vote after the trial as to whether or not “War” should be outlawed in the world. Write a reflective essay about the experience. PE, OE, P
- Create a traveling museum based on an historical theme. PE
- Develop and deliver an oral history presentation of your community based on interviews of local citizens. Present your product to a group of students. PE, P
- Create an interactive video showing people of today interviewing historical figures. PE

Applications Across the Curriculum

Language Arts

- Read the biography of a famous person. Analyze whether or not the person became famous because he/she was able to influence the forces of history or if the forces of history enabled the person to become famous. OE, P

Science

- Research the life of a person who created a major technological invention. Determine the factors which led to this person's discovery (e.g., prior knowledge, the inventor's associations with other scientists). Explain the effect if the inventor's discovery had been delayed by ten years. OE, P

Mathematics

- Research the voting trends in several presidential elections. Calculate how the elections might have had different results if the voters had lived in different states, if one or more voters in each precinct had voted for the losing candidate, or if other variations in voting patterns had occurred. OE, P

Arts and Humanities

- Create a mural which depicts the achievements and obstacles faced by an individual in an historical situation. PE, P

Practical Living

- Place yourself in a crucial situation in history. Analyze how you may have been able to influence the outcome of the situation had you been “an average person on the street.” Examine ways in which you might use ideas developed in this activity to influence modern situations. OE, P

Vocational Education

- Examine the reasons for the development of labor unions in the United States. Explain how this development shows the ability of groups to influence history. Analyze other areas in which collective action has become a necessity in order for people to deal with problems. OE, P

Notes

Arts and Humanities

From the dawn of civilization, the arts and languages have been essential parts of the human experience. They provide a record of the finest achievement of the human spirit and are a means by which we define and measure culture. Even a culture whose language is unknown or indecipherable can speak to us through its arts.

The arts form a basis of civilization and reveal dimensions of our cultural heritage and diversity accessible in no other way. They reflect the vision and the aspirations of humanity offering a means to express the otherwise inexpressible. The arts communicate and shape human thoughts and feelings.

Creativity and Communication

The arts and humanities provide an outlet for human creativity and self-expression. Instruction in the arts cultivates multiple forms of literacy by developing intuition, reasoning, and imagination leading to unique forms of communication. The local arts and humanities curriculum should be developed using all the learning goals and the arts and humanities academic expectations from Goals 1 and 2. The arts teach students to cope with ambiguity and subjectivity because in the arts, as in the world, there is often no single right answer.

Existing and emerging technologies will profoundly alter the way art works and languages are created, viewed, and taught. Beyond the use of technological media for expression, students can learn to synthesize, integrate, and construct new meaning from the wealth of information and resources available through technology.

This year, the school's Renaissance Fair included the following: arts and crafts demonstrations and displays, puppetry, madrigal singers, juggling, acrobats, calligraphy, Commedia theatre, chess tournament, catapult display, maypole and sword dance, mask making, food, mime, pottery, wandering minstrels, poetry readings, and a fully costumed Renaissance pageant.

The teacher who served as fair coordinator explained to the newspaper reporter, "The Renaissance fair was an effort to celebrate the heritage of the arts and humanities within the school and community. It was an outgrowth of the interdisciplinary approach to teaching and learning. The students involved were studying the Renaissance period in their English, social studies, foreign language, and arts classes. The fair was just one way the students were able to combine and connect the knowledge they acquired in those classes."

The Arts—Dance, Drama, Music, Visual Arts

The arts bring joy, excitement, and exhilaration to the learning process, actively engaging students. Children begin learning through drawing, making up rhythmic sounds, moving and dancing, imitating language, and playing imaginative games. Effective arts and humanities instruction builds upon these early experiences and extends them through a comprehensive curriculum which addresses the multiple intelligences and learning styles of students. Students who develop their musical, kinesthetic, spatial, linguistic, and personal intelligences through the arts can demonstrate proficiency in many of the other KERA goals and academic expectations through projects and performances.

The arts and humanities may often be used to facilitate and enrich the teaching of other subject matter. However, they must maintain their individual integrity in the curriculum and be taught for their own innate value.

Multiculturalism

Children should be familiar with their own heritage and with the arts and languages of the many ethnic and regional cultures represented in our state, the nation, and the world. The teaching materials selected for use in the classroom should consistently and systematically include a balance of diverse periods, styles, forms, and cultures.

Language and Second Language

The study of the form, diversity, and similarities of language provides students with a basis of communication with others in our interdependent society. Second language proficiency increases understanding of other people and cultures, enabling students to operate more effectively in a global and multicultural environment.

National Standards

The information in this framework, combined with national content and achievement standards in music, visual arts, dance, drama, and second language, will provide teachers with the basis for designing local curriculum and assessments. Voluntary national standards in dance, drama, music, and visual arts are being developed by the National Committee for Standards in the Arts and will be available for review in mid-1993. The arts will be included in the 1996 National Assessment of Educational Progress (NAEP) and a consensus assessment framework, based on the national standards, is being developed by the Council of Chief State School Officers.



Students at Stanton Elementary in Powell County practice for a performance. Photo by Rick McComb.

Goal 2: Apply Core Concepts and Principles

Academic Expectation

2.22: Students create works of art and make presentations to convey a point of view.

Learning Links: Fashion / Brochures / Storytelling / Folk Art/Fine Art / Radio / Music Video / Choreography / Photography / Advertisements / Cartoon / Movie / Architecture / Opera/Musical / Journal / Theatre / Mystery / Jazz

Related Concepts: General: process, composition, craftsmanship, creative experience, intention, theme

Specific: *Music* - rhythm, melody, form, harmony, expression, style, motion, notation

Dance - movement, space, time, force, technique, expression

Drama - plot, action, characterization, conflict, theme, mood, movement

Visual Arts- Elements: line, shape/form, color, value, space, texture.

Principles: balance, contrast, emphasis, variety, repetition, movement, pattern, proportion, distortion, rhythm, transition/gradation, dominance/subordination, harmony, unity.

Elementary Demonstrators



Middle School Demonstrators



High School Demonstrators



Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

- Reflect on, interpret, and revise own work and/or works of others in music, visual arts, dance, and drama.
- Produce and/or perform original and existing individual and group works of art.
- Discuss works of art using appropriate concepts and terminology.
- Create original visual art and create and/or perform original and existing works of music, dance, and drama.
- Explore the elements and principles of art forms.
- Analyze the creative expression and technical quality of own and/or others artwork using appropriate terminology and concepts.
- Plan, produce, present, and/or perform original and existing individual and group works of art using appropriate elements, concepts, and principles of visual arts, music, dance, and drama.
- Plan, produce, present, and/or perform complex, original, and existing individual and group works of music, visual arts, dance, and drama using appropriate arts elements, concepts, and performance techniques.

Sample Teaching/Assessment Strategies:

Collaborative Process: Brainstorming, Cooperative Learning • **Community-Based Instruction:** Apprenticeship • **Continuous Progress Assessment:** Portfolio Development, Self-assessment • **Graphic Organizers:** Graphic Representations • **Problem Solving:** Creative Problem Solving, Formulating Models, Role-play, Simulation • **Technology/Tools:** Multimedia, Puppets, Video • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

Ideas for Incorporating Community Resources:

- Work with a local quilter to design and produce a quilt for a homeless shelter.
- Invite a local writer or poet to read favorite poems as an introduction to writing poetry.
- Ask a cosmetologist to assist in applying makeup for a drama production.

Core Concept: Production

Sample Elementary Activities

- Create and present an original cartoon with plot, characters, and setting. PE, P
- Perform a pentatonic song using hand movement, body percussion, percussion instruments, and pitched instruments. PE
- Sing a simple song; choose rhythm instruments for the accompaniment and perform. PE
- Listen to a piece of music and create body movements for the rhythm of the theme. Analyze the durations in the theme, and create word rhythms to the rhythmic pattern. PE
- Create a sculpture from soap, wood, or clay using the subtractive process. Create another from clay, paper maché, or cardboard using the additive process. PE
- Use basic geometric shapes to produce patterns or images in a collage. PE, OE, P
- Use a variety of techniques to produce the illusion of depth including overlapping, converging, lines, size, detail, color, placement. PE
- Pantomime the opening of a gift and the revealing of its contents. PE
- Use rhythm instruments to create and perform simple question/answer phrases. PE
- Plan and create an art work that is appropriate for a day care center. PE, P

Applications Across the Curriculum

Variations on a theme: Fairy Tales

Language Arts

- Put on a production of a fairy tale from another country. PE, P

Science

- Design a diorama of the set for the fairy tale. PE, P

Mathematics

- Put the 3-dimensional diorama design on grid paper to use in laying out the actual set. PE

Social Studies

- Choose music from the country of the fairy tale to accompany the production. PE, OE

Practical Living

- Design the set and costumes for the production of the fairy tale. PE, P

Vocational Education

- Prepare a playbill for the production. PE, OE, P

Reflections

The creation, planning, implementation, and evaluation of a product or a performance are the ideal in experiential learning. Authentic representations of student development are evidenced through their creations. Music, dance, drama, and the visual arts provide fertile ground for student creations which can demonstrate their thinking, knowledge, and understanding. Often these creative projects serve as synthesizing or culminating activities to comprehensive units of study.

Not only are these ideas motivating and compelling for students, but their application brings together a number of significant behaviors that include cooperative skills, thinking skills, conceptual learning, organizational skills, and research skills as well as the musical, spatial, kinesthetic, interpersonal, and intrapersonal intelligences. Cognitive research suggests that these authentic tasks are exactly the kind of holistic learning experiences that stay with students; the kind of meaningful scenarios that provide valuable lessons for future life situations.

Source: Costa, Bellanca & Fogarty, Eds.—If Minds Matter: A Forward to the Future: Designs For Change

Core Concept: Production

Sample Middle School Activities

- Listen to a musical selection; draw appropriate images representing emotions you associate with the music. PE, OE
- Create and perform a folk dance using movement, music, colors, and words to convey a contemporary or historical idea. PE, OE, P
- Explore art of a specific era; find complementary music and create a movement sequence which conveys the feelings, moods, and culture of the period. PE, OE
- Use sign language to perform a vocal selection. PE
- Select recorded music and visual art for background to a reading of your favorite story, poem, or dance. PE, P
- Make a collection of found objects to be used on a poster with an ecological theme. PE, P
- Create a ceramic relief mural for the entry hall of your school. PE
- Produce a 3-dimensional form or a music composition that conveys the feeling of anger. PE
- Perform an original hand jive. PE, P
- Construct and notate chord patterns depicting 12-bar blues. PE, P

Applications Across the Curriculum

Language Arts

- Prepare and perform a readers theatre selection for younger students, nursing home residents, or parents night. PE, P

Science

- Make a video depicting a meeting of thinkers like Gregor Mendel, Charles Darwin, J.D. Watson, Wehrmer von Braun, Jules Verne, and Jacques Cousteau. Discuss their respective areas of science and the impact of each. PE, P
- Create musical instruments from natural materials which have a wide range of sounds and pitch. Perform a specific piece of music. PE, OE, P

Mathematics

- Look for examples of the golden ratio in art and architecture. Create original designs using the ratio. OE

Social Studies

- Watch selected films to observe the human experiences of the Civil Rights Movement. Create a production (e.g., musical, artistic, written) depicting the thoughts and feelings of a victim of prejudice and discrimination. PE, OE, P
- Trace the evolution of musical notation and the use of "shape notes" in Kentucky folk and church music. P

Practical Living

- Create and perform a rap for elementary students that addresses drug refusal. PE, OE
- Create and record a two minute aerobic dance routine video to be used as an instructional tool. PE, P
- Design a fashion for the year 2020. Create a news release for a classroom fashion magazine that same year. P

Vocational Education

- Select and research a health related issue and design a logo to be used in an educational campaign. PE, P
- Design letterhead for a school club or organization. PE, P
- Frame a picture. Consider the color scheme, furniture style, and proportion of the room where it will be placed. PE

Core Concept: Production

Sample High School Activities



- Interpret a historic event through movement, visual art, music, performance, and drama. PE, P
- Create and perform a chant or rap in 2/4 or 4/4 meter. PE
- Collect family stories or history. Present a video production. PE, P
- Create a visual art piece with recycled products. Give a demonstration explaining the construction. PE, OE, P
- Make a video or photographic presentation to the school board on design changes (inside or outside) needed in your school. PE, OE, P
- Create a new mascot or crest for your high school. PE, P
- Design a lighting scheme for a performance using color and intensity to create mood/atmosphere. PE, P
- Design clothing or jewelry for your age group. PE, P

Applications Across the Curriculum

Language Arts

- Describe a character from a short story using art, music, or dance. PE, P

Science

- Relate several scientific concepts in a song, poem, dance, or drama. PE, OE, P
- Trace the history of string, wood, or percussion instruments and relate construction resources used to place and time. OE, P

Mathematics

- Design wrapping paper using tessellations. PE, P
- Produce a ten-minute CD presentation of your personal top ten songs. Include oral comments. PE, OE, P

Social Studies

- Dramatize turning points in the Civil War. Video the presentation and show to community audiences. PE, OE

Practical Living

- Compile and prepare a medley of songs that convey a variety of emotions (e.g., jealousy, grief, happiness, understanding). PE, P
- Write and illustrate a children's storybook on emotions and distribute to childcare centers throughout the community. P

Vocational Education

- Produce animations via computer. PE, P
- Create a multimedia ad campaign. PE, P

Goal 2: Apply Core Concepts and Principles

Academic Expectation

2.23: Students analyze their own and others' artistic products and performances using accepted standards.

Learning Links: Theme / Architecture / Tragedy/Comedy / Conflict / Style / Chorography / Concerto / Crafts / Reviews / Plot / Fashion / Documentary / Trend / Construction / Logic / Automobiles

Related Concepts: Observation / Reflection / Inferences / Perception / Interpretation / Criticism

Elementary Demonstrators	Middle School Demonstrators	High School Demonstrators
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Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

- Evaluate personal artistic creations and those of others using vocabulary from music, dance, drama, and visual arts.
- Compare and contrast formal design, style, and structure within each discipline (music, dance, drama, and visual art).
- Communicate recognition of the diversity of art forms and structures in music, dance, drama, and visual arts.
- Identify and express arts concepts in music, dance, drama, and visual arts.
- Observe and explore a variety of artistic styles and forms in music, dance, drama, and visual arts.
- Reflect on own and others' artwork and identify influences from a wide variety of artwork.
- Analyze own and others' work in music, dance, drama, and visual arts using appropriate concepts and terminology.
- Compare and contrast diverse art forms and structures in music, dance, drama, and visual arts.
- Observe and explore a variety of artistic styles and forms in music, dance, drama, and visual arts.
- Evaluate own and others' artistic creations and styles.
- Analyze, evaluate, and revise own work and/or works of others in music, dance, drama, and visual arts using appropriate concepts and terminology.
- Use formal styles and structures in music, dance, drama, and visual arts to combine and organize two or more art concepts.
- Observe and explore a variety of artistic styles and forms in music, dance, drama, and visual arts.

Sample Teaching/Assessment Strategies: _____

Collaborative Process: Peer Tutoring • **Community-Based Instruction:** Field Studies • **Continuous Progress Assessment:** Checklist, Observation, Self-assessment • **Graphic Organizers:** Compare/Contrast Structures, Graphic Representations • **Problem Solving:** Inquiry, Reasoning, Simulation • **Technology/Tools:** Computers • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

Ideas for Incorporating Community Resources: _____

- Attend a local theatre or musical production and write a review for the school and/or local newspaper.
- Tour a local art gallery and critique a visual art form.
- Interview reporters about criteria they use in their evaluation processes.

Core Concept: Analysis of Forms

Sample Elementary Activities

- Identify the similar and different phrases in “Twinkle, Twinkle Little Star.” P
- Compare and contrast artworks done by the same artist over time. OE, P
- Role-play a salesperson selling a piece of art to fellow students. Describe such things as line, shape, color and proportion. PE, OE
- Plan and make an artwork that is appropriate for a children’s hospital. PE, P
- Arrange pitched instruments (e.g., bottles with water) from low to high. Use the instruments for story background using the concepts of high-low, fast-slow, and loud-soft. PE
- Produce animal-like sounds with available instruments. Use the sounds to make an audio or video tape advertisement for a zoo. PE, P
- Perform a folk dance. Draw and analyze the step patterns. PE, OE, P

Applications Across the Curriculum

Language Arts

- Choose a favorite illustrator of children’s books. Write the illustrator a letter describing the reasons he/she was selected using appropriate concepts and terminology. PE, OE, P

Science

- Select an appropriate material and build a topographic model which accurately depicts a landform. PE, P

Mathematics

- Select a photograph of a person in a magazine. Cut in half and reproduce the missing half stressing symmetry and proportion. PE, P

Social Studies

- Construct models of architectural styles for homes and/or churches from various periods and cultures. PE, P

Practical Living

- Analyze architectural design of homes on a walk through a neighborhood. Form categories and create a presentation on the types of neighborhood homes. P

Vocational Education

- Create an animated production on the alphabet via computerized technology. PE, P

Core Concept: Analysis of Forms

Sample Middle School Activities

- Map/chart differences and similarities between two musical selections or visual artworks. PE
- View a scene from a movie and analyze the character development. OE, P
- Select artists from countries studied in social studies and foreign language. Create a design with music and movement portraying the artist's lifestyle and work. PE, P
- Describe your plan/idea for an artwork in your personal journal prior to designing or performing. Record the impact of the creative process on your original plan. OE, P
- Compare and contrast art pieces viewed in a medical office and a business office. OE, P
- Compare and contrast the conceptual elements (e.g., meter, tempo, dynamics, tonality) as represented in the dance segments of the *Nutcracker Suite*. OE, P

Applications Across the Curriculum

Variations on a theme: Depiction of an animal

Language Arts

- Write a detailed description of a particular attribute of a selected animal. OE

Science

- Analyze an animal using three different perspectives, such as a microscope, your eyes, binoculars. PE, OE

Mathematics

- Examine animals in the graphics of artists like M.C. Escher. Create similar graphic tessellations and modifications of a selected animal. PE,

Social Studies

- View works of artists from several different time periods who represented animals. Evaluate the reasons for differences and how those differ from your representation. PE, OE

Practical Living

- Design a survey to find out the most popular animal among your classmates. Develop an ad to appeal to that popularity. PE, OE, P

Vocational Education

- Develop an ad campaign to depict the group's most popular animal. P

Reflections

An integral part of the creative process is the exploration, analysis, and evaluation of various art forms from the fields of music, dance, drama, and the visual arts. Through the observation and exploration of a variety of artistic styles, students are able to compare and contrast the diversity of forms. Likewise, through extensive exploration of various works of art, students are able to incorporate diversity into their own products and performances.

According to von Oech, the creative process begins with exploration and investigation. Next comes the design process in which the various elements are arranged, rearranged, and finally set in place. This is followed by the phase in which the artist becomes a warrior and tries to sell his or her ideas to others by way of performance or exhibition. And finally the artist's work is judged through self-reflection and analysis.

*Sources: Saul Bass and Associates—Why Man Creates
von Oech—A Kick in the Seat of the Pants*

Core Concept: Analysis of Forms

Sample High School Activities



- Generate a checklist of criteria needed to review a performance or product. Use the criteria to evaluate a performance/product you have experienced. OE, P
- Write an editorial to critique your class play or favorite television program. Publish in class, school, or local newspaper. OE, P
- Write and perform a musical sketch about some event in the history of your community. PE, P
- Do an analysis of a community artist's work for the school paper. OE, P
- Analyze a magazine advertisement regarding the effect color and design has on increasing appeal. OE, P
- Attend or view a ballet; critique the appropriateness of the movements used to portray the feelings of the main characters. OE, P

Applications Across the Curriculum

Language Arts

- Read a contemporary novel written for young adults. Choose one of the following individual or group projects to present to the class:
 - Art: Create and display a piece of visual art (e.g., drawings, sculpture, collage) which depicts a specific scene.
 - Drama: Rewrite and perform a specific scene in play form (e.g., dialogue, stage directions).
 - Dance: Choreograph a dramatic moment.
 - Music: Write and perform a song depicting a specific scene.
- After all individuals and groups have presented their projects, analyze the effects that each has on the message it delivers. PE, OE, P

Science

- Establish criteria to evaluate student-generated models of the cell. OE, P
- Analyze musical instruments to find relationships to scientific principles. OE, P

Mathematics

- Use projective geometry to draw 3-dimensional objects in 2-dimensions. PE, OE, P

Social Studies

- Compare the art of two different historical periods (e.g., romanticism to realism, Spanish-American War to World War II). Prepare a presentation illustrating similarities and differences. PE, OE

Practical Living

- Perform a dance in a group and critique performance for appropriateness of music, movement sequences, and full group participation. PE, OE
- Analyze the use of art elements and principles in the design of costumes worn by actors/actresses in a play. OE

Vocational Education

- Critique a radio or television commercial for message and impact. Create a revised commercial. PE, OE

Goal 2: Apply Core Concepts and Principles

Academic Expectation

2.24:

Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.

Learning Links: Architecture / Landscape Design / Monuments / Metaphor / Patterns / Abstraction / Poetry / Freedom / Censorship / Invention / Popular Culture / Festival / Brainstorm / Hobbies / Jazz

Related Concepts: Integrity of Form / Creativity / Artistic Freedom / Responsibility / Appreciation / Artistic Sensitivity

Elementary Demonstrators



Middle School Demonstrators



High School Demonstrators



Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

- Begin to formulate preferences based on the perception and reaction to the expressive qualities of music, visual arts, dance, and drama.
- Recognize and demonstrate arts concepts used to describe feelings.
- Respond to the expressive qualities of music, visual arts, dance, and drama.
- Describe reaction to artworks and performances using basic vocabulary.
- Explore a variety of art forms in music, visual arts, dance, and drama.
- Discriminate and use arts concepts that develop aesthetic judgment and societal values.
- Formulate and justify personal preferences based on the perception and reaction to the expressive qualities in music, visual arts, dance, and drama.
- Compare elements within and among artworks in music, visual arts, dance, and drama.
- Demonstrate an openness and sensitivity to a variety of artworks in music, visual arts, dance, and drama.
- Experience a wide variety of art forms in music, visual arts, dance, and drama.
- Discriminate and use arts concepts that reflect aesthetic judgment and societal values.
- Analyze reactions to artworks and performances using appropriate vocabulary.
- Demonstrate an openness and sensitivity to the role of creativity, form and craftsmanship in the evaluation of a variety of artworks.

Sample Teaching/Assessment Strategies:

Collaborative Process: Cooperative Learning • **Community-Based Instruction:** Field Studies, Shadowing • **Continuous Progress Assessment:** Interviews, Observation, Self-assessment • **Graphic Organizers:** Graphic Representations • **Problem Solving:** Debate, Inquiry, Reasoning • **Technology/Tools:** Distance Learning, Interactive Video • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

Ideas for Incorporating Community Resources:

- Invite someone who works in advertising to discuss the use and need for art concepts in advertising.
- Attend a live theatre production and convey your reaction to the actors in person or in writing.
- Tour an art gallery, choose a favorite piece, and indicate the specific aspects that appeal to you and why.

Core Concept: Aesthetics

Sample Elementary Activities



- Create movements to music and describe the feelings you are trying to express. PE, OE
- Choose a favorite play, movie, television show, piece of music, and make a presentation on why you like it. PE
- Listen to a recording and create a visual illustration of personal feelings. PE
- Draw your favorite scene in the production after attending a play. Include it with a letter to your favorite actor/actress. P
- Make a work of visual art appropriate for display in a children's hospital ward. Defend choice of color and subject matter. PE, P

Applications Across the Curriculum

Language Arts

- Create a cartoon and write a story line. PE, P

Science

- Invent and construct a musical instrument to reproduce common sounds. PE

Mathematics

- Create designs showing rhythm, symmetry, and balance using graph paper. PE, OE, P

Social Studies

- Visit an art museum or local crafts exhibit. Explain which pieces of work you like best and why. PE, OE, P

Practical Living

- Collect information about an athletic event and create a movement sequence or dramatization of the event. Discuss the ideas and feelings communicated by the presentation. PE, P

Vocational Living

- Create a new ad for an imaginary product using images and words from existing ads. PE, P
- Research, design, and build a bluebird house. PE

Core Concept: Aesthetics

Sample Middle School Activities

- Explore the arts of a national or global historical period and communicate the relationships between and among significant architecture, dance, music, painting, and drama. OE, P
- Plan and host a Renaissance community festival. PE
- Explore the architecture of the Victorian period, find examples of the era in your own community, and make a presentation of the unique elements and their derivation. PE
- Choose an artwork you do not like. Research the artist, period, style and purpose of the work. Present your research and any changes to your opinion that occurred during your research. PE, OE, P
- Choose one element such as rhythm and find examples in all art forms. Present your findings. PE, OE
- Make a presentation about how nomadic or homeless people use the arts. PE, OE

Applications Across the Curriculum

Language Arts

- Prepare a musical program which expresses the theme of a book or play. PE, P
- Interview students who portray the major characters in a school play. Record how their understanding and portrayal of the character changed during the production. PE, OE

Science

- Based on your reaction to a scientific discovery, choose music which you think symbolizes the discovery. PE

Mathematics

- Make a stringed instrument and explain the mathematical concepts involved. Compare instruments made by classmates and explain which are most clearly related to a mathematical concept. PE, P

Social Studies

- Record local musicians performing selections. Interview them to determine the origin of the selections. Create a video or audio tape of dialogue and music. PE, P

Practical Living

- Observe a table setting and discuss how the aesthetics of the setting affect feelings and behavior. OE, P

Vocational Education

- Debate the portrayal of violence in television and movies on teenage behavior. PE, OE
- Design and build "the world's best dog house." PE

Core Concept: Aesthetics

Sample High School Activities



- Listen to selections from *Carnival of Animals*. Compare and contrast dynamics, tempo, pitch, tonality, meter, and rhythm patterns. Determine what animal/action and/or mood is depicted through the music. Communicate your reactions. PE, OE
- Conduct interviews of people in your school to ask their favorite song and reason for selecting it. Present these results using a database. PE, P
- Write your high school “last will and testament” leaving your most valued experiences in music, visual arts, dance, and drama to a younger student. PE, OE, P
- Create and display a class wall hanging. Present and explain the aesthetic forms used to express ideas and philosophy. PE, OE, P
- Create, notate, and play a pentatonic melody to accompany your own poetry. Analyze the effect of the accompaniment when the poem is presented to a selected audience. PE, P

Applications Across the Curriculum

Variations on a theme: National Anthems

Language Arts

- Compare the lyrics of national anthems from selected countries on each major continent. PE, OE

Science

- Analyze the scores of selected national anthems for similarities and differences in rhythm, melody and form. PE, P

Mathematics

- Examine the national anthems from a variety of cultures and plot the extremes of range. PE

Social Studies

- Analyze the ways a country’s national anthem reflects the nation. P

Practical Living

- Produce a tape with a medley of anthems from different countries. PE

Vocational Education

- Present a selection of national anthems in the language of the country. P

Reflections



Beyond the artistic critique of formalized style and form, an aesthetic understanding and appreciation of the arts is a goal of education as students exit our schools.

To know the elements and principles of visual art, drama, music, and dance on an intellectual level is not enough; to be able to scrutinize and critique these art forms on that intellectual level is not enough either. Students need opportunities to know and understand creativity at the affective level—at the inner core of their emotions where they value the arts and humanities as necessary and pleasing parts of their lives. The aesthetic experience of the symphonies of Beethoven, the paintings of the Renaissance, or the dialogue of a Shakespeare play is quite different from knowing these art forms in an analytical and clinical way. When students know the arts as aesthetic encounters, they feel and respond to the experience personally. Over time, students formulate and justify their personal preference based on the perception and reaction to the experiences in music, art, dance, and the visual arts.

The overriding mission of this academic expectation is to expose students to the multitude of art forms. As they experience the diversity within the arts, they begin to discriminate and develop aesthetic judgment.

Goal 2: Apply Core Concepts and Principles

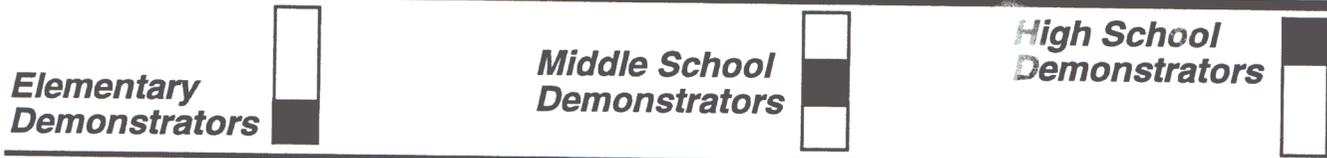
Academic Expectation

2.25:

In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.

Learning Links: Labor / Folk Dance / Geography / Graffiti / Celebrations / Mythology / Language(s) / Food / Traditions / Genealogy / War / Historic Sites / Religion / Hobbies / Shape Note Singing

Related Concepts: Role of the Artist / Historical Perspective / Importance of Artifacts / Geographical Perspective / Personal Perspective / Belief



Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

- Examine the effects of time, place, and personality on art forms and performance practices.
- Demonstrate through performance or product, forms of music, visual arts, dance, and drama.
- Recognize the role of the artist in music, visual arts, dance, and drama.
- Experience a variety of art forms in music, visual arts, dance, and drama.
- Communicate the influences of time, place, and personality on art forms and performance practices.
- Assess the contributions of various cultures to the expression of various art forms.
- Compare and contrast the roles of the artists in music, visual arts, dance, and drama.
- Create performances or productions which combine elements and concepts unique to a culture's music, visual arts, dance, and drama.
- Express own personal cultural heritage through production of art forms.

Sample Teaching/Assessment Strategies:

Collaborative Process: Cooperative Learning, Peer Tutoring • **Community-Based Instruction:** Field Studies, Mentoring, Shadowing • **Continuous Progress Assessment:** Interviews, Portfolio Development • **Graphic Organizers:** Compare/Contrast Structures, Graphic Representations • **Problem Solving:** Creative Problem Solving, Role-play, Simulation • **Technology/Tools:** Multimedia, Video • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

Ideas for Incorporating Community Resources:

- Visit an art museum; compare mediums used and types of pieces from the past to the present.
- Produce a photographic scrapbook showing the different influences reflected in local architecture.
- Tour a historic home and note how the time period influenced the decor of the home (e.g., type and design of cloth, color, artwork).

Core Concept: cultural Heritage

Sample Elementary Activities

- Record different individuals from your culture singing songs from their childhood. PE, OE
- Visit a local potter and compare his/her pottery to dinnerware used in your home. Analyze the differences. OE, P
- Make hand puppets and use them to present a historic event from your local community. PE
- Learn and perform a folk dance and describe the history of the dance. PE, P
- Compare design of functional objects from diverse cultures and design one of your own. PE, OE, P

Applications Across the Curriculum

Variations on a theme: Kentucky Heritage

Language Arts

- Listen to songs about Kentucky, read the lyrics, and then write a poem celebrating Kentucky's past. PE, OE

Science

- Develop a series of maps showing Kentucky from several perspectives (e.g., topographical, geological, historical). PE, P

Mathematics

- Choose a variety of Kentucky quilting patterns and graph them, showing them as tessellations. PE

Social Studies

- Make a time line showing the relation between significant events in Kentucky history and events in the families of class members. P

Practical Living

- Role-play scenes from family life in Kentucky from the late 1700s through 1990. PE

Vocational Education

- Create a series of posters showing how occupations in Kentucky have changed from early settlement days through today. P

Reflections

To develop a deep understanding and a real sense of their cultural heritage, students must investigate the influences of time, place, personality, and society on the arts and humanities.

Meaningful activities that expose students to their cultural heritage encompass all the art forms: plays, literature, poetry, paintings, sculptures, dances, songs, foods, and native customs. Students discover their heritage through the artifacts and folk tales of their culture and translate these into personal expression through their own artwork.

Whatever you can do to import cultural heritage to your students helps them to know their roots, compare and contrast their heritage to others, and develop a keen appreciation of the legacy of past cultures.

Core Concept: Cultural Heritage

Sample Middle School Activities

- Explore the influence and impact of cultures on Kentucky music, dance, visual arts, and drama (e.g. Scottish, Irish, Vietnamese, African American, Japanese, Shaker). PE, OE, P
- Assume the role of an artist in different periods. Communicate the effect which time, place, and society have had on your products and performances. PE, OE, P
- Design masks using design patterns from different cultures. PE
- Listen to Aaron Copeland's "Appalachian Spring" and perform the song "Simple Gifts" with simple accompaniment and/or movement patterns. Indicate how place, personality, and society influence your selection process. PE, P
- Create an original performance using music, visual arts, drama, or dance that represents your personal cultural heritage. PE

Applications Across the Curriculum

Language Arts

- Write and perform a play that takes a current public figure back into a specific historical era. PE, P

Science

- Analyze and summarize how cultural heritage influenced the work of American scientists (e.g., Rachel Carson, George Washington Carver, Albert Einstein). P

Mathematics

- Chart the gross receipts of the leading box office movies throughout the years and compare to the box office receipts of Academy Award winning movies. PE, P

Social Studies

- Develop a character profile booklet showing the background and achievements of an individual from an ethnic group. PE, P
- Compile lists of popular songs from past decades. Prepare a presentation on how those songs reflected the culture of the time. PE, OE, P

Practical Living

- Research a particular dance and show it as a historical presentation depicting the dance, culture, sights, and sounds of the era. PE, P

Vocational Education

- Research and illustrate popular medical practices in other countries. Create a book on the effects of culture on medical practices. P

Core Concept: Cultural Heritage

Sample High School Activities



- Plan and present a “Madrigal Dinner.” Prepare programs, make costumes, design and build sets, prepare and serve the meal, and perform vocal and instrumental selections. Discuss the way your preparations and plans differ from those of the Middle Ages. OE, PE
- Dramatize a folk tale in a modern setting. Analyze the changes that must be made. OE, PE
- Collect family/local stories, select one and present it. Enhance with music, visual art, or dance. PE, P
- Listen to *The Firebird*. Communicate the manner in which time, place, and society influenced the story. Create costumes for the characters and dramatize. Describe how the setting influenced your choice of costumes. PE, P
- Listen to the opera *Hansel and Gretel*. Perform the story in a modern style. PE, P

Applications Across the Curriculum

Language Arts

- Write a one-act play in which a family heirloom, song, story, or dance, has united a family through several generations. PE

Science

- Evaluate how the evolution of paint formulas has affected art and the preservation of artworks. PE, OE, P

Mathematics

- Research census data for information on migration patterns in your region, and show connections to changing cultural patterns (e.g., ethnic restaurants, radio stations). P

Social Studies

- Present the holiday traditions of your family. Concentrate on the cultural influences in the celebration of the holiday. PE

Practical Living

- Perform a Kentucky folk dance. Discuss the cultural contributions of early settlers in Kentucky that influenced music and dance forms. PE
- Research how cultural heritage has influenced housing designs. Compile a photographic index. PE, P

Vocational Education

- Create an arts-centered advertising campaign to promote Kentucky. Include a logo and slogan. Submit it to the Cabinet of Tourism. P

Goal 2: Apply Core Concepts and Principles

Academic Expectation

2.26: Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

Learning Links: Holidays / Literature / Games / Customs / Funerals / Jewelry / Myths / Utensils / Language(s) / Flags / Food / National Anthems / Money / Clothing / Architecture / Folk Songs / Families

Related Concepts: Recognition of and Appreciation for Difference / Commonality / Contributions of Other Cultures / Perspective / Tolerance / Universality



Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

- Demonstrate through products or performances, forms of music, visual arts, dance, and drama from diverse cultures.
 - Investigate and communicate the differences and commonalities in the artistic expressions of music, visual arts, dance, and drama from diverse cultures.
 - Express openness to differences and commonalities among diverse cultures.
 - Experience a variety of art forms in music, visual arts, dance, and drama from diverse cultures.
- Communicate beliefs, ideas, and artistic concepts through products or performances using the contributions of diverse cultures.
 - Analyze artworks and performances across diverse cultures past and present.
 - Research a wide variety of art forms from diverse cultures.
 - Express openness and sensitivity to differences and commonalities among diverse cultures past and present.
- Communicate the influence of the environment (e.g., social, ethnic, cultural, religious, philosophic, economic, temporal, spatial) on music, visual arts, dance, and drama from diverse cultures past and present.
 - Integrate and communicate beliefs, ideas, and artistic concepts through products or performances using the contributions of diverse cultures.
 - Analyze and interpret the influence of diverse cultures on personal and societal expressions and styles of art.
 - Demonstrate appreciation for the artistic products and performances of diverse cultures past and present.

Sample Teaching/Assessment Strategies: _____

Collaborative Process: Peer Tutoring • **Community-Based Instruction:** Field Studies • **Continuous Progress Assessment:** Checklist, Self-assessment • **Graphic Organizers:** Compare/Contrast Structures • **Problem Solving:** Case studies, Interviews • **Technology/Tools:** Distance Learning, Interactive Video • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

Ideas for Incorporating Community Resources: _____

- Attend an arts and crafts show; note the different types of products displayed.
- Form a panel of local citizens who have visited other countries and discuss the artworks viewed in these countries.
- Visit a museum; note differences and commonalities in exhibits from different locations and time periods.

Core Concept: Cultural Diversity

Sample Elementary Activities

- Perform a play with puppets showing ways in which the school day of a child from another culture is different from your own. PE, P
- Create a display or demonstration of religious symbols from diverse cultures. PE, P
- Sing a counting song using different languages. PE
- Select a holiday and research the practices of different cultures related to it. Use your findings to prepare a visual presentation about the holiday. P, OE
- Record favorite family songs as performed by members of your family. Note differences in style, rhythm, and subject matter of songs. OE, P

Applications Across the Curriculum

Language Arts

- Listen to music of different cultures. Organize a database showing similarities and differences (volume, tempo, rhythm). PE, OE, P

Science

- Research famous scientists. Locate the scientists' homelands on a world map. Discuss how their cultures influenced their contributions to science. PE, OE

Mathematics

- Choose folk songs from diverse cultures and compare the rhythmic patterns. OE

Social Studies

- Dramatize through dance or song a celebration of a different culture. PE

Practical Living

- Research different countries and plan a world bazaar celebrating the diversity of different cultures. PE, OE, P

Vocational Education

- Organize, promote, and conduct a multicultural tasting banquet. PE

Core Concept: Cultural Diversity

Sample Middle School Activities

- Create a photo essay of the cultural diversity in your community. PE
- Listen to Mussourgsky's "Pictures at an Exhibition" and describe the elements used by the composer to depict the pictures and identify the cultures represented. PE, OE, P
- Observe weaving patterns from Eastern and Western cultures and communicate differences and commonalities in texture, design, fabric, and color. PE, P
- Explore the manner in which a single event, site, or idea has been treated by various artists from various time periods. OE, P
- Compare mother and child images by artists from various backgrounds and time periods. Develop your own artwork of a mother and child. PE, OE
- Choreograph and present a dance that uses music representative of cultures other than your own. PE, P
- Compare the original and American versions of a folk tale. Put on a skit of the original; provide a printed program explaining the differences to the audience. PE, P

Applications Across the Curriculum

Variations on a theme: Humans and the Heavens

Language Arts

- Read stories from a variety of cultures about star constellations; use a star chart to create a figure of your own. Write a legend about your figure's constellation. PE, P

Science

- Examine the rationale for events caused or influenced by tides, sunrises, sunsets, or eclipses. Compare the scientific explanation to the folk explanation of various cultures. OE

Mathematics

- Choose at least one constellation from a variety of cultures. Develop a graph of the stars in that constellation using a characteristic of your choice (e.g., distance, size). PE

Social Studies

- Using the cultures identified with other parts of this activity, make a series of maps showing locations of those cultures. PE, P

Practical Living

- Research the contributions of countries, other than the United States and former USSR, to the space program. OE, P

Vocational Education

- Design a T-shirt with illustrations or pictures of selected constellations. Identify the cultural origin of that constellation. PE, P

Reflections

The arts help students recognize the differences and similarities in the human experience. Through student productions, performances, and interpretations, students are able to take on the actions and emotions of others, and they are able to personify human experiences from another time and place.

To immerse students in the diverse cultural beliefs of the world, these models are helpful: engage students in empathetic expressions, provide opportunities for them to walk in another's shoes, and provide them opportunities to act and experience the feelings of another. Family activities, holidays, sports, games, theater, language, medicine, folk-tales and myths, food, flags, architecture, and clothing are all topical entries into other cultures. Through collaborative efforts across the disciplines, you can weave the cultural elements of human experience into all academic studies.