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Dr. T. Roger Taylor, **Phi Delta Kappa Educator of the Year**, chosen **BEST OF THE BEST** by the Sloan-Kettering **I.D.E.A.** Fellows Program, **DISTINGUISHED LECTURER** for the **Association for Supervision and Curriculum Development (ASCD)**, **author** of over **8,000** integrated, interdisciplinary, thematic units, spends over **220 days** a year doing **professional development** across the United States and World-wide. Dr. Taylor is recognized as one of the most sought-after experts in the areas of interdisciplinary, integrated curriculum, differentiated instruction, standards-based, problem/project-based curricula, gifted education, critical thinking skills, character education, multiple intelligence, school-to-career education, standards-based assessment and brain-based learning. He has helped thousands of school districts **apply local and state standards** to their curricula so that, "teachers are teaching students to learn rather than teaching for the test." In his 40 years as a classroom teacher, administrator, professor, and internationally known educational consultant, Roger has established an Web site with thousands of units that K-12 teachers may download for instruction and lesson planning. The units are written based on the **AHA!** (**A**nalyzing **H**uman **A**ctivities) model he created. This unique model, validated by Stanford University, includes specific application of the most recent **brain research, multiple intelligences and constructivist hands-on project-centered learning** in alignment with **state defined benchmarks and standards.** Over 37,500 teachers have attended Dr. Taylor's summer weeklong differentiated curriculum-writing workshops where they create integrated, interdisciplinary, thematic units for their students. The best of these curriculum units are available on his Web site.

All of the research-based strategies in the ASCD book, *What Works*, are integrated into each lesson plan. All eight of Howard Gardner's (Harvard University) Multiple Intelligences and the 13 principles of learning from Pi Lambda Theta must be included in each lesson before they are published online at Dr. Taylor's Web site, *Curriculum Design Online*. The six levels of E. Paul Torrance's Divergent Thinking Skills for Creative Production are integrated into each lesson plan. Dr. Taylor's unique character education / ethics strategies, based on Kohlberg, Gilligan and Coles, are woven into each lesson strand. Finally, Dr. Taylor's I-Search / Research strategies are integrated into the units so that every child, as a result of differentiated instruction, becomes a "creator and producer" of an original product.

In addition, Roger has assisted school districts throughout the United States with incorporating a team approach to address the latest **standards-based curriculum alignment**. Roger specializes in **differentiated curriculum** design for special needs "at-risk" learners and highly gifted students, and is a specialist in creating **smaller learning communities** for meeting the needs of today's young people. School districts, universities, state departments, educational service centers, and professional educational organizations continue to engage Roger as a **featured keynoter** because of his ability to present research-based information in a humorous and entertaining manner. **Topics** that Dr. Taylor presents are: **differentiated instruction, standards-based, problem/project based curricula, closing the achievement gap, alternative strategies for high at-risk students, critical thinking skills, character education** focusing on Kohlberg's *Theory of Moral Development*, the socio-emotional needs of **at-risk students, creativity, school-to-career connections**, applying **standards** to the curriculum and his own **integrated, interdisciplinary AHA! Model** for curriculum development. Roger is a popular "back to school" keynoter because of his ability to "motivate with meaningful information" and set a positive tone for the return to school. Whether it is presenting to educators in a district-wide institute as a "sage on the stage" or working with small teams of teachers as a "guide on the side," Roger's impact on teachers, students and the school district itself has proven to elevate the teaching skills of veteran teachers as well as new teachers and motivate students to learn skills and content using his **AHA!** Model. His unique I-Search/Research approach has been used successfully by thousands of teachers and students.

In the Chicago area, Dr. Taylor served as **Director of the Area Service Center for Educators of Gifted Children** and served on the **Executive Board for the National Association for Gifted Children** for over **ten** years. Thousands of gifted programs and gifted children have directly benefited from Roger's expertise. In addition to curriculum development focusing on integrated, interdisciplinary learning, Roger focuses on gifted program planning, identification, staff development training, and curriculum development for "mainstream" and "pull-out" program models. He has traveled internationally to train educators to incorporate his unique and highly successful model for inclusion of **special needs learners**. Many **community colleges** and **universities** are using Dr. Taylor's curriculum not only for **school to career** connections but also to strengthen the **academic teaching strategies** of their professors.

Dr. Taylor has given **keynotes, workshop sessions**, and **motivational speeches** for such organizations as the Association of California School **Administrators**, Indiana Association for **Elementary** School **Principals**, Kentucky Association for **Secondary** School **Administrators**, The National Council for Teachers of **Mathematics**, The Ohio **Psychologists** and **Counselors** Association, ASCD **Middle School** Consortium, British Columbia **Primary** Teachers Association, Association for **Childhood Education** Int'l (ACEI), the International **Reading** Association, National Association for Gifted Children (**NAGC**), Association for Supervision of Curriculum and Development (**ASCD**), and was named by the Institute for Development of Educational Activities, Inc. (**I.D.E.A.**) as one of the **BEST OF THE BEST** during its 25th year celebration. Many educational and service groups have duly recognized Dr. Taylor. The **Jaycees named him as one of the "Outstanding Young Men of America"** and his name has been added to **"Who's Who in America,"** "The International Who's Who of Intellectuals," "Who's Who in the World," and "Who's Who in American Education."

The **AHA! Model** for creating integrated, interdisciplinary, thematic curriculum units is being used by teachers all over the world and **has proven to raise achievement test scores while preserving the excitement and joy of authentic teaching and learning.** He has been a featured consultant with the Bureau of Education and Research (BER) for 24 years, a featured speaker and keynoter for the National Differentiated Instruction Conferences sponsored by Staff Development for Educators (SDE) and a teacher for primary, elementary, middle school and high school students, as well as educators of all ages, for 40 years.

Through the National School Conference Institute (**NSCI**), Dr. Taylor conducted eight 85-minute programs on the topic of integrated, interdisciplinary curriculum to serve at **risk children** and **highly gifted students**. These programs were broadcasted in real time via satellite. He also appeared on a special program focusing on the tropic of *Best Practices in Teaching and Learning* that was televised on **The Learning Channel**. Roger has traveled to **England, Japan, Germany and Saudi Arabia** to work with teachers and administrators working for the Department of Defense. In American Schools abroad, he has presented major keynotes and sessions at conferences in **Rome, Nairobi, Athens, Nice, Bali,** and (most recently) worked with teachers at the Soto Grande International School in **Spain.**

The Year 1908

What a difference a century makes! Here are some of the US statistics for 1908:

Two of 10 US adults couldn't **read or write**. Only **6 percent** of all Americans had graduated high school.

The **average** life expectancy in the US was **47 years**.

Only **14 percent** of the homes in the US had a **bathtub**.

The **average wage** in the US was **22 cents an hour**.

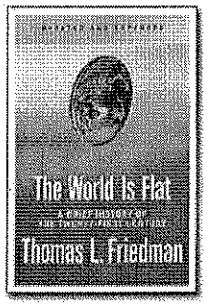
More than **95 percent** of all **births** in the US took place at home.

Most **women** only washed their hair **once a month**, and **used borax or egg yolks** for shampoo.

Ninety percent of all **US physicians** had no college education. Instead, they attended medical schools, many of which were condemned in the press and by the government as "substandard."

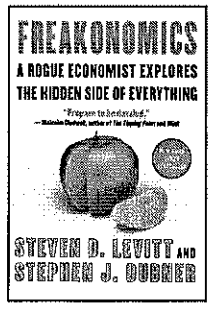
Marijuana, heroin, and morphine were all available **over the counter** at corner drugstores. According to one pharmacist, "Heroin clears the complexion, gives buoyancy to the mind, regulates the stomach and bowels, and is, in fact, a perfect guardian of health."

From: 1899 to 2008



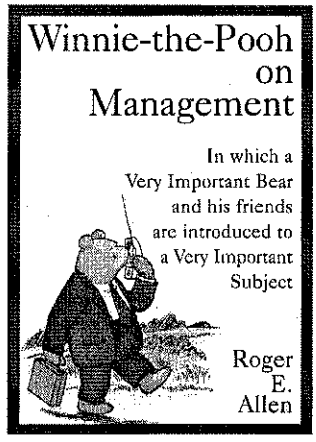
TO: 21st Century

AN INDUSTRIAL SOCIETY	AN INFORMATION SOCIETY
A CENTRALIZED SOCIETY	A DECENTRALIZED SOCIETY
A NATIONAL ECONOMY	PART OF AN INTEGRATED GLOBAL ECONOMY
FORCED TECHNOLOGY	HIGH TECH/HIGH TOUCH
TOP-DOWN SOCIETY	BOTTOM-UP SOCIETY
NORTH	SOUTH
INSTITUTIONAL HELP	SELF HELP
PHYSICS	BIOLOGY
EITHER/OR	MULTIPLE-OPTION
REPRESENTATIVE DEMOCRACY	PARTICIPATORY DEMOCRACY
A MANAGERIAL SOCIETY	AN ENTREPRENEURIAL SOCIETY
INSTITUTIONAL MEDICINE	PERSONAL RESPONSIBILITY
SICKNESS-ORIENTATION	WELLNESS-ORIENTATION
HIERACRHIES	NETWORKING
SHORT TERM	LONG TERM
PRINTING	TELECOMMUNICATIONS
BROADCASTING	NARROW/CASTING
DEPARTMENT-CHAIN STORES	BOUTIQUES
FAMILY AS BASIC UNIT	INDIVIDUAL AS BASIC UNIT
PARTY POLITICS	ISSUE POLITICS
NON-RENEWABLE RESOURCES	RENEWABLE RESOURCES
MYTH OF THE MELTING POT	CELEBRATION OF CULTURAL DIVERSITY
MATERIAL PRODUCTIVITY	KNOWLEDGE PRODUCTIVITY
HIRED LABOR	CONTRACT LABOR
LEFT VS. RIGHT POLITICS	POLITICS OF THE RADICAL CENTER
CONQUERORS OF NATURE	PARTNERSHIP WITH NATURE
VERTICAL SOCIETY	HORIZONTAL SOCIETY



DIFFERENTIATED LEARNING STYLES / TEACHING STYLES TEST FOR DIAGNOSTIC AND PRESCRIPTIVE LEARNING

Circle A, B, or C for the description that is **most** like you. Mark only one letter for each question.



1. I remember best...
   - A. names
   - B. faces
   - C. both names and faces.

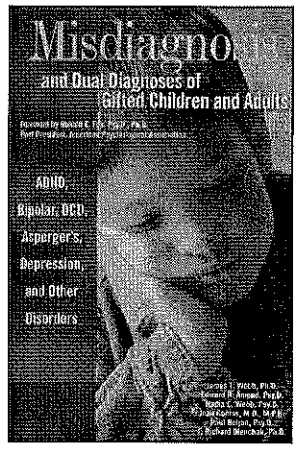
2. I prefer to have things explained to me...
   - A. with words
   - B. by showing them to me
   - C. both ways

3. I prefer classes...
   - A. with one assignment at a time
   - B. where I work on many things at once
   - C. both ways

4. I prefer...
   - A. multiple choice tests
   - B. essay tests
   - C. both kinds of tests

5. I am...
   - A. not good at body language, I prefer to listen to what people say
   - B. good at body language
   - C. sometimes good, but other times not good

6. I am...
   - A. not good at thinking of funny things to say and do
   - B. good at thinking of funny things to say and do
   - C. sometimes good



7. I prefer classes...
   - A. where I listen to the "experts"
   - B. in which I move around and try things
   - C. where I listen and also try things

8. I decide what I think about things...
   - A. by looking at the facts
   - B. based on my experience
   - C. both ways

9. I tend to solve problems...
   - A. with a serious, business-like approach
   - B. with a playful approach
   - C. with both approaches

10. I like...
    - A. to use proper materials to get jobs done
    - B. to use whatever is available to get jobs done
    - C. a little of both

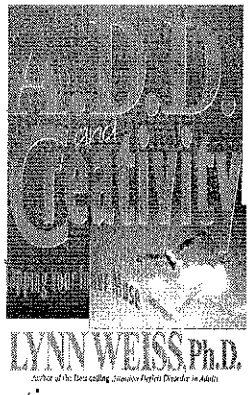
11. I like my classes or work to be...
    - A. planned so I know exactly what to do
    - B. open with opportunities for changes as I go along
    - C. both planned and open to changes

12. I am...
- A. never inventive
- B. very inventive
- C. occasionally inventive

13. I prefer classes when I am expected...
- A. to learn about things I can use in the future
- B. to learn things I can use right away
- C. both kinds of classes

14. I...
- A. would rather not guess or play hunches
- B. like to play hunches and guess
- C. sometimes make guesses and play hunches

15. I like to express feelings and ideas...
- A. in plain language
- B. in poetry, song, dance, art
- C. both ways



16. I get insights from poetry, symbols, etc...
- A. rarely
- B. usually
- C. sometimes

17. I prefer...
- A. solving one problem at a time
- B. solving more than one problem at a time
- C. both equally

18. I respond more to people when...
- A. they appeal to my logical side, my intellect
- B. when they appeal to my emotional side, my feelings
- C. both ways

19. I prefer to learn...
- A. the well-established parts of a subject
- B. about the unclear parts, the hidden possibilities
- C. both ways

20. I prefer...
- A. analytic reading, taking ideas apart and thinking about them separately
- B. creative reading, putting a lot of ideas together
- C. both kinds of reading

21. I prefer...
- A. to use logic in solving problems
- B. to use "gut feelings" in solving problems
- C. both equally

22. I prefer...
- A. to analyze problems by reading and listening to experts
- B. to see and imagine things when I solve problems
- C. to do both.

23. I'm very good at...
- A. explaining things with words
- B. explaining things with hand movements and actions
- C. both

24. I learn best from teachers who...
   A. explain with words
   B. explain with movement and actions
   C. have no preference

25. When I remember or think about things, I do so best with...
   A. words
   B. pictures and images
   C. both equally well

26. I prefer to...
   A. examine something that is finished and complete
   B. organize and complete something that is unfinished
   C. do both

27. I enjoy...
   A. talking and writing
   B. drawing and manipulating (handling) things
   C. both equally

28. I am...
   A. easily lost in finding directions
   B. good at finding directions
   C. not bad in finding directions, but not really good either

29. I am...
   A. primarily intellectual
   B. primarily intuitive
   C. equally intellectual and intuitive

30. I prefer to learn...
   A. details and specific facts
   B. from a general overview, to look at the whole picture
   C. both ways equally

31. I read...
   A. for specific details and facts
   B. for main ideas
   C. for both equally

32. I learn and remember...
   A. only those things specifically studied
   B. details and facts in the environment not specifically studied
   C. have noticed no difference in these areas

33. I like to read...
   A. realistic stories
   B. fantasy stories
   C. no preference

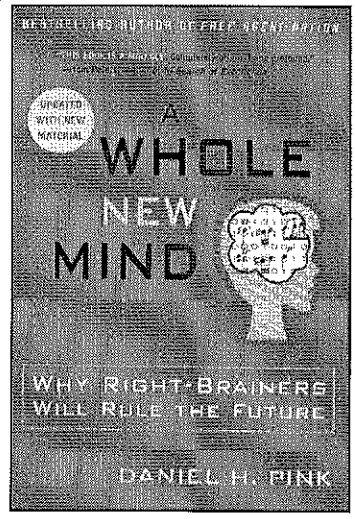
34. I feel it is more fun to...
   A. plan realistically
   B. dream
   C. both equally fun

35. I...
   A. prefer total quiet when reading or studying
   B. prefer music while reading or studying
   C. listen to music only when reading for enjoyment, not when studying

36. I would like to write...
   A. non-fiction books
   B. fiction books
   C. no preference

37. If seeking mental health counseling, I would prefer...
   A. the confidentiality of individual counseling
   B. group counseling and sharing of feelings with others
   C. no preference for group over individual counseling

38. I enjoy...
   A. copying and filling in details
   B. drawing my own images and ideas
   C. both equally



39. It is more exciting...
   A. to improve something
   B. to invent something
   C. both are exciting

40. I prefer to learn...
   A. by examining
   B. by exploring
   C. both ways equally

41. I prefer...
   A. algebra (word problems)
   B. geometry (visual problems)
   C. both equally

42. I am skilled in...
   A. sequencing ideas
   B. showing relationships among ideas
   C. both equally

43. I prefer...
   A. dogs
   B. cats
   C. both equally

44. I ...
   A. use time to organize myself and my personal activities
   B. have difficulty in pacing my personal activities to time limits
   C. pace personal activity to time limits easily

45. I have...
   A. almost no mood changes
   B. frequent mood changes
   C. few mood changes.

46. I am...
   A. almost never absent-minded
   B. frequently somewhat absent-minded
   C. occasionally absent-minded

47. I am strong...
   A. in recalling verbal materials (names, dates)
   B. in recalling spatial material
   C. equally strong in both

48. I am skilled in...
   A. the statistical, scientific prediction of outcomes
   B. the prediction of outcomes
   C. equally strong in both

49. I prefer...
   A. outlining over summarizing
   B. summarizing over outlining
   C. equally skilled in both

50. I prefer...

A. verbal instructions
B. demonstrations
C. no real preference

YOUR STYLE OF LEARNING AND THINKING: RIGHT, LEFT, OR WHOLE BRAIN DOMINANT

LEFT (A's)_____ RIGHT (B's)_____ WHOLE BRAIN (C's)_____

1. **Compute your B score <u>minus</u> your A score. It can be a minus or plus.**

2. **<u>If your C score is 15 or higher</u>, divide your B minus A score by 3. Round your score to the nearest number. The answer will be your score. It can be a minus or plus number.** _____

OR

<u>If your C score is from 9 to 14</u>, divide your B minus A score by 2. The answer will be your score. It can be a minus or plus answer. _____

OR

If your C score is less than 9, do not divide at all. Your B minus A score is your answer. _____

PLOT YOUR SCORE BELOW

-40... -10 -9 -8 -7 -6 -5 -4 -3 -2 -1 <u>0</u> +1 +2 +3 +4 +5 +6 +7 +8 +9 +10...+40

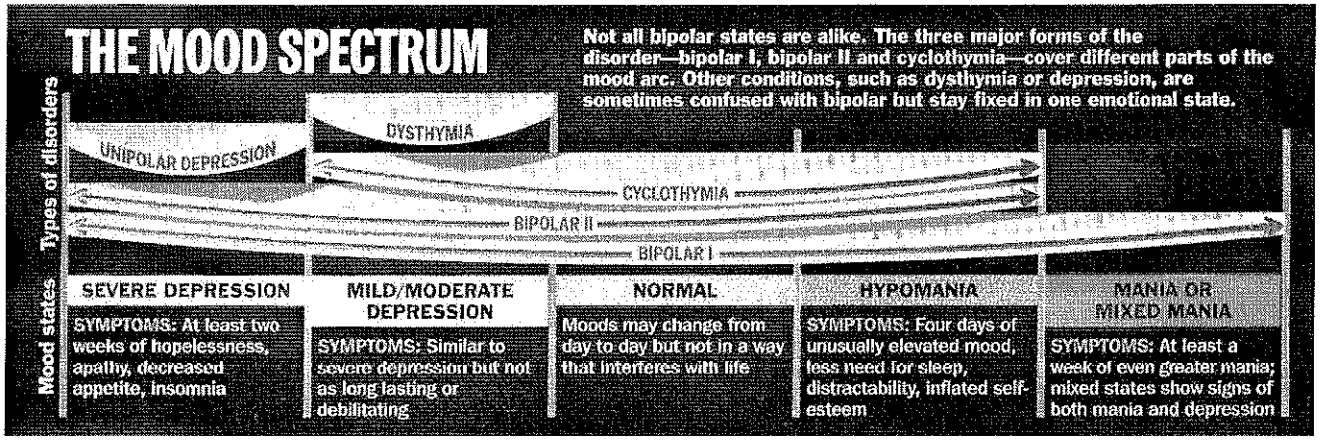
A score of 0 = Whole brain dominance / (Christopher Robin)

A score of -1 to -6 = Whole brain dominance favoring the left / (Eeyore)

A score of +1 to +6 = Whole brain dominance favoring the right / (Piglet)

A score of -7 or lower = Left brain dominance / (Owl)

A score of +7 or higher = Right brain dominance / (Pooh)



DO NOT THEN TRAIN YOUTH TO LEARNING BY FORCE AND HARSHNESS: BUT DIRECT THEM TO DO IT BY WHAT AMUSES THEIR MINDS.
SO THAT YOU MAY BE BETTER ABLE TO DISCOVER WITH ACCURACY THE PECULIAR BENT OF THE GENIUS OF EACH.
...PLATO

TEACHING TECHNIQUES FOR BRAIN COMPATIBILITY

For Concrete Sequential Use:

A score of -7 or lower **(OWL)**

1. Workbooks or lab manuals
2. Lectures accompanied with overhead transparencies, drawings, or models; demonstration teaching
3. Hands-on materials (paint, frogs, plastic or wood models, apparatus, etc.)
4. Field trips
5. Programmed instruction or computer-assisted instruction.

AND EXPECT STUDENTS TO:

1. Follow step-by-step directions exactly
2. Use various drill techniques to practice what they have learned
3. Give correct answers available from text

For Abstract Random Use:

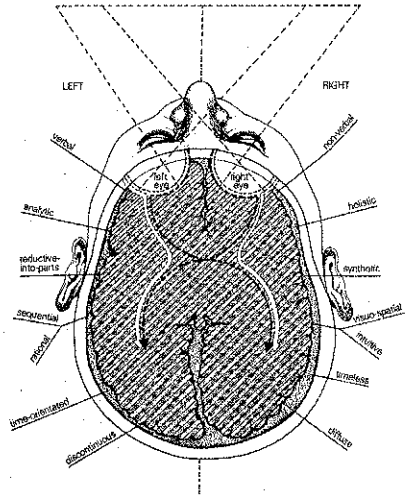
A score of +7 or higher **(POOH)**

1. Movies and filmstrips
2. Group discussions among students
3. Lecture with discussion of material presented
4. Television
5. Short reading assignments which act as springboards for class activities

AND EXPECT STUDENTS TO:

1. Listen to, learn from, and respond to fellow students
2. Be aware of color, sounds and moods in their environment
3. Observe body language, listen for intonation and reflect upon these in connection with the message given

LEFT-BRAIN FUNCTIONS
Critical Thinking
Sequential
Logical Thinking
Analysis
Evaluative Thinking
Convergent Thinking
Focal Thinking
Parts/segmented
Linear
Verbal
Verbal instructions
Controlled experimenting
Serious ideas/logical ideas
Math (Algebra)
Objective processing of ideas
Dislikes improvising
Little use of metaphors
Little use of analogies
Receptive
Abstract math computation
Sequencing of concepts
Verbal memory
Reading/phonics
Writing
Ordering/sequencing
Planning
Verifying
Duplication and application
Reality
Improving known
Nonfiction
Interpreting behavior



RIGHT-BRAIN FUNCTIONS
Creating thinking/synthesis
Simultaneity
Intuitive Thinking
Visual Analysis
Evaluative Thinking
Divergent Thinking
Diffuse Thinking
Holistic/Gestalten
Nonlinear
Visual/Spatial
Visual/kinesthetic instructions
Playful/loose experimenting
Humorous ideas
Math (Geometry)
Subjective processing of ideas
Likes improvising
Use of metaphors
Use of analogies
Self-acting
Simple math computation
Relational concepts
Tonal memory
Sight reading
Singing
Random exploration
Dreaming
Assuming
Imagination
Fantasy
Inventing
Fiction
Affective interaction

For Abstract Sequential Use:

A score of -1 to -6 **(EEYORE)**

1. Instructional CD-ROMs
2. Audio tapes
3. Extensive textbook reading assignments
4. Slides
5. Lecture

AND EXPECT STUDENTS TO:

1. Be able and willing to read large amounts of material
2. Be able to conceptualize ideas and convey them either orally or in writing
3. Be able to concentrate on an idea without being distracted by environmental activities or inner feelings

For Concrete Random Use:

A score of +1 to +6 **(PIGLET)**

1. Games or simulations
2. Independent study projects
3. Optional reading assignments
4. Brief mini-lectures
5. Problem solving activities

AND EXPECT STUDENTS TO:

1. Frame hypotheses, develop alternative solutions and test them
2. Be able to solve problems with limited information or date provided
3. Experiment with ideas and material through application.

CHARACTERISTICS OF EXTREME NEUROLOGICAL POLARITY THAT CREATE HIGH AT-RISK BEHAVIOR

BORED WITH ROUTINE TASKS, REFUSES TO DO ROTE HOMEWORK

DIFFICULT TO GET HIM/HER TO MOVE INTO ANOTHER TOPIC

IS SELF-CRITICAL, IMPATIENT WITH FAILURES

IS CRITICAL OF OTHERS, OF THE TEACHERS

OFTEN DISAGREES VOCALLY WITH OTHERS, WITH THE TEACHER

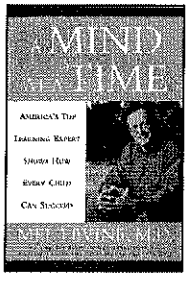
MAKES JOKES OR PUNS AT INAPPROPRIATE TIMES

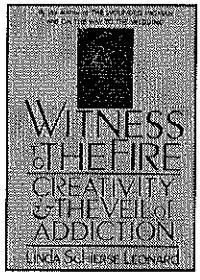
EMOTIONALLY SENSITIVE—MAY OVERREACT, GET ANGRY EASILY OR READY TO CRY IF THINGS GO WRONG

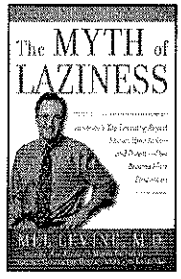
NOT INTERESTED IN DETAILS; HANDS IN MESSY WORK

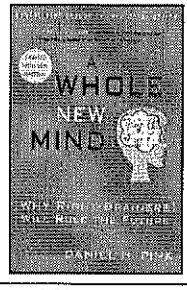
REFUSES TO ACCEPT AUTHORITY; NONCONFORMING, STUBBORN

TENDS TO DOMINATE OTHERS









Extreme OWL (Less than -20)	Extreme POOH (More than +20)
Persistent sad, anxious or "empty" mood	Abnormal or excessive elation
Feelings of hopelessness, pessimism	Unusual irritability
Feelings of guilt, worthlessness, helplessness	Decreased need for sleep
Loss of interest or pleasure in hobbies and activities that were once enjoyed, including sex	Grandiose notions
Decreased energy, fatigue, being "slowed down"	Increased talking
Difficulty concentrating, remembering, making decisions	Racing thoughts
Insomnia, early-morning awakening, or oversleeping	Increased sexual desire
Appetite and/or weight loss or overeating and weight gain	Markedly increased energy
Thoughts of death or suicide; suicide attempts	Poor judgment
Restlessness, irritability	Inappropriate social behavior
Persistent physical symptoms that do not respond to treatment, such as headaches, digestive disorders, and chronic pain	ADD / ADHD Behavior
Amphetamines	**Tranquilizers / Barbiturates**
Speed, Ice, Glass, Crystal, Crank, Pep Pills, Uppers, Cocaine, Ritalin, Caffeine & Nicotine	Methamphetamine, Rohypnol (Roofies), Morphine, marijuana/hashish, Xanax / Sarax / Ativan, Thorazine, Alcohol, Quaaludes & Codine

Differentiating The Curriculum: Rigor, Relevance & Relationships Using an Integrated, Interdisciplinary, Thematic, Standards-based Approach

*Pupil Performance Outcomes
*Mastery Learning / Assessment Based
*Portfolio/Authentic Assessment
*Multiple Intelligences
*Inclusion / Developmentally Appropriate
*Higher Order Thinking Skills

*Character/Ethics Education
*Cooperative Learning
*Teaching/Learning Styles
*Project Based Learning
*Creative Problem Solving
*Gifted/Talented Education

Taylor Interdisciplinary Model
Analyzing Human Activities:
AHA

1. Develop Intellectual Rigor
2. Learn Task Commitment
3. Demand Project Completion with Closure

1. Learn Intellectual Ambiguity
2. Develop Creative Risk Taking
3. Learn to accept open ended thinking with no closure

ACADEMIC	MORAL/ETHICAL/PHIL	CREATIVITY
1. **Bloom** de Bono's CoRT	**Kohlberg** Gilligan: In a Different Voice	**Torrance**
2. **F. Williams** Costa / Paul	Self Esteem Group Dynamics Leadership	**CPS** Creative Problem Solving
3. **DeBono** S.O.I. (Guilford/Meeker)	**Phil. for Kids** (Lipman) Great Books of the Western World	**Synectics**

I-SEARCH

Maslow's Hierarchy of Needs

1.Emotional Needs

- Love
- Security
- Belongingness
- Adventure
- Success
- Contribution
- Participation

2.Physical Needs

- Food
- Fresh Air
- Sunshine
- Sleep – rest
- Cleanliness
- Body Care
- Shelter
- Fresh Water

3.Intellectual Concerns

- Readiness
- Competencies
- Diversity
- Balance
- Questions
- Resolution
- Quest
- Freedom
- Independence
- Risk
- Ordering
- Data

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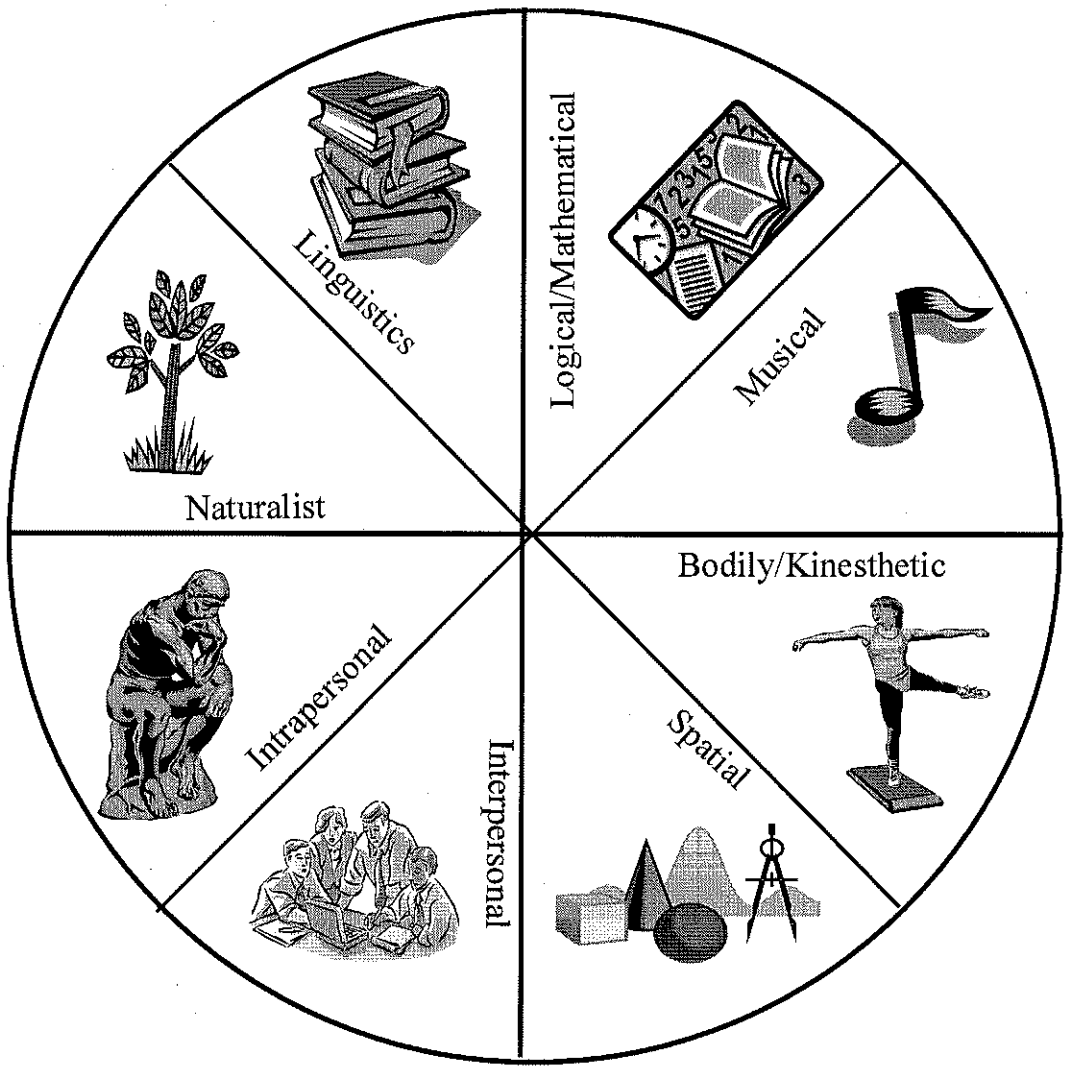
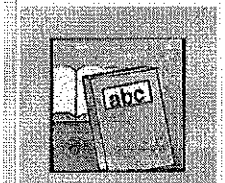
Rethinking Intelligence



High scores on Standard IQ tests have never been accurate predictors of high achievement. Of the many psychologists who have searched for a more meaningful theory of intelligence, Howard Gardner, Ph.D., a professor at Harvard's Graduate School of Education, came up with one of the most popular ideas. His multiple-intelligence theory divided intellectual capacity into eight areas, and he found physiological evidence that each "intelligence" exists in a distinct area of the brain. Gardner believes each person is born with a unique combination of strengths and weaknesses in these eight areas, but that all of them can be more fully developed through education. He has recently added two additional intelligences to his theory. His research continues to challenge educators to rethink intelligence.

1. Linguistics
2. Logical/Mathematical
3. Musical
4. Bodily/Kinesthetic
5. Spatial
6. Interpersonal
7. Intrapersonal
8. Naturalist
9. (Existentialist/Spiritual)
10. (Sexual)



Lesson Planning Ideas
Verbal/Linguistic Intelligence

HISTORY	MATHEMATICS	LANGUAGE ARTS	SCIENCE & HEALTH	GLOBAL STUDIES & GEOGRAPHY	PRACTICAL ARTS & P.A.	FINE ARTS
Play "What's My Line?" with figures from history	Write a series of story problems for others to solve	Teach "concept mapping" to help remember content	Write a humorous story using science vocabulary/formulas	Read & learn stories, myths, & poetry from other cultures	Give verbal explanation of gymnastic routines	Listen to a piece of music & make up a story about it
Debate important issues & decisions from the past	Explain how to work a problem to others while they follow along doing it	Write a sequel/next episode to a story or play	Create a diary on "The Life of a Red Blood Cell" (from the cell's perspective!)	Hold a "Countries of the World" spelling & pronunciation bee	Write instructions for the use & care of machines in industrial technology	Verbally describe an object while a partner draws it
Create limericks about key historical events	Make up puns using math vocabulary, terms, concepts, & operations	Create crossword puzzles/word jumbles for vocabulary words	Write steps used in an experiment so someone else can do it	Keep an "Insights from other Cultures for Us" log	Tell another how to run a word processing program--then do it	Tell a partner the steps to a dance while they perform it
Study poetry from different periods of history	Solve problems with a partner--one solves & one explains the process	Play "New Word for the Day"--learn a new word & use it frequently during the day	Make up an imaginary conversation between different parts of the body	Study a road map & give verbal instructions to get someplace	Pretend you're a radio sportscaster--describe a game in process	Turn a Greek/Shakespearean tragedy into a situation comedy
Compile a note book of story jokes	Create poems telling when to use different math operations	Practice impromptu speaking & writing	Give a speech on "Ten steps for healthful living"	Learn basic conversation in several foreign languages	Play "Recipe Jeopardy"--make questions for answers given	Describe an emotion/mood & play music it suggests