

Unit Item: Instructional Activities

Operating Concepts and Principles: Instructional activities:

1. are engaging and effective.
2. promote the achievement of the key objectives.
3. deepen the understanding of the Catholic Identity elements.
4. promote the deepening of insight and interest.
5. are varied and include a balance of reading, writing, listening, speaking, critical thinking.
6. prepare the students for the summative assessment.
7. support differentiation.
8. make use of the “essential nine” research-based effective teaching strategies (Marzano).

Examples (Do’s and Don’ts):

Do: Discuss the *etymology* of ‘suburban’. In your experience, what elements of urban and rural settings qualify as “suburban”? Discuss similarities and differences found in suburban settings. Create a concept map connecting urban, rural and suburban.

Don’t: Have the students look up the word suburban in the dictionary and use it in a sentence.

Do: Why does Alcott alternate between stories about each of the four March sisters throughout *Little Women*? Why is this literary technique effective?

Don’t: Make a list of the stories about each of the March sisters.

Do: Ask students to study the Tiffany image, van Gogh’s *Mulberry Tree*, and the work titled *Snow-Laden Branches*. Ask students to discuss similarities and differences in these artists’ techniques for depicting the seasons.

Don’t: Name the season displayed in each of the following: the Tiffany image, van Gogh’s *Mulberry Tree*, and the work titled *Snow-Laden Branches*.

Do: Listen to the story of David and Jonathan from the bible (1 Samuel). Are David and Jonathan anything like the boys in *Snow in Jerusalem*? In pairs make a chart to show your responses then combine your charts into one class chart.

Don’t: Listen to the story of David and Jonathan from the bible (1 Samuel). Draw a picture of David and Jonathan.

Design Tips:

1. Identify the standards, objectives, Catholic Identity elements and summative assessment before choosing the activities to achieve them.
2. Keep in mind that these are not lesson plans but are a road map from which to make lesson plans.
3. Utilize differentiating instruction - perhaps by varying the content, the process, or the product.
4. Scribe activities in a roughly sequential order.
5. Utilize those activities that involve as many aspects of the unit as possible: for example, reading, writing and Catholic Identity.

Criteria for Success: Students are successful in completing the summative assessment.

Additional Resources:

Marzano, Robert J., Pickering, Debra J., Pollock, Jane E. *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. ASCD, Alexandria, VA, 2001.

Tomlinson, Carol Ann and Eidson, Caroline Cunningham. *Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades K-5*. ASCD, Alexandria, VA, 2003.

Tomlinson, Carol Ann and Eidson, Caroline Cunningham. *Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 5-9*. ASCD, Alexandria, VA, 2003.

Tomlinson, Carol Ann and Strickland, Cindy A. *Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 9–12*. ASCD, Alexandria, VA, 2005.

Wiggins, Grant and McTighe, Jay. *Understanding by Design, Expanded 2nd Edition* ASCD, Alexandria, VA. 2005.