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| **Sample Units**  **Major topic(s) & possible source materials** | | **Informational Writing prompt** | **Fact-based prompt**  (evidence based on data-“facts of the case”- event, text, etc.) | **Judgment-based prompt**  (evidence based on criteria commonly agreed upon) | **Policy-based prompt**  (evidence based on impact – who benefits?) |
| **Communities** **& Local Foods** Grades 1-2 | | Where does our food come from?  What are products you can buy locally? What is produced locally? How far from here is local?  What are the benefits of buying/eating local products | How does serving local food in the eagle café help our community? | Should the local Village Market sell more locally grown food?  Do you think eating local food is important? | Should our principal make a rule that only locally grown food is served in the cafeteria? |
| **Inventions**  Grades 3-4  Resource Books:  *Then & Now*  *Brilliantly Ridiculous Inventions* | | Who was \_\_\_? What did he/she invent?  Why did he/she invent it?  Why was it needed? | How would life be different if this had not been invented? (before-after) | Did this make it better or worse for people?  Was this invention a good idea? | Some people say funding is needed to solve this problem. Will this invention solve or help this problem? |
| **Theme of Courage**  Grades 5-6  5 books, different levels in unit – read aloud + discuss/ write | | What is courage (as seen through different books we’re reading)? | What lesson about courage is learned in your book? | Who is the most courageous in this story? Across the books read?  How have you shown courage? How has it changed or shaped your life? | Should a new law be written to protect people from going to jail for doing courageous acts? |
| ***The Outsiders***  Grades7-8  Background (1950s OK, rodeo culture)  Westside story, etc. | | What are universal themes? How do some stories address social conflicts (family units) in their themes? | How does the author of *The Outsiders* use the (concept of) family unit (biological versus gang) to portray social conflict? | Which character/Is Johnny a hero?  Did he get what he deserved?  Which family was Johnny’s true family? | How would a different policy/law change the storyline or behaviors of the characters?  (e.g., Minors taken away from families; gun control laws) |
| **Science – Biomes/Habitats** | | What is (a desert, rain forest,  tundra, grassland, etc.)? Describe  the climate, locations, some  characteristics of the habitat.  What organisms live there? How have organisms adapted to be able to live there? How does one habitat (biome) compare with another? | What factors might be causing the (fish/plant) population to decline or increase? | Is this (habitat/river/lake/ocean) healthy? | Do we need a new law…to protect this (organism/habitat)?  What will be the likely impact of this change? |
| **Math**  **Analyzing Equations**  **Applying Statistics** | | What does it mean to be equivalent? What is an equivalent fraction?  What strategies could help to solve this problem?  How are statistics used to determine the Hall of Fame candidates? | Is this equation true?  Is this equation true all of the time, some of the time? Or never? | Who was the greatest ball player?  Based on their lifetime careers, how should these 5 players be ranked? |  |
| **Your Unit** | **List major topic(s) & possible source materials** | **Informational Writing prompt** | **Fact-based prompt**  (evidence based on data - facts of the case/texts/event) | **Judgment-based prompt**  (evidence based on criteria commonly agreed upon) | **Policy-based prompt**  (evidence based on impact) |
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