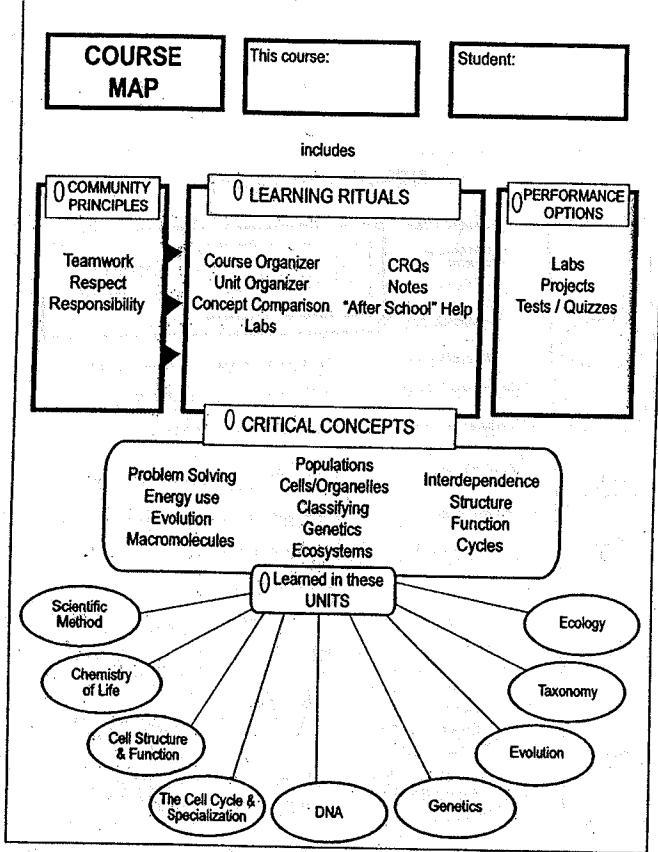


EXAMPLES OF LEVEL I STRATEGIES



Teacher(s):	The Course Organizer	Student:
Time:		Course Dates:

THIS COURSE:

is about

COURSE QUESTIONS:

COURSE STANDARDS:

What? How? Value?

CONTENT:

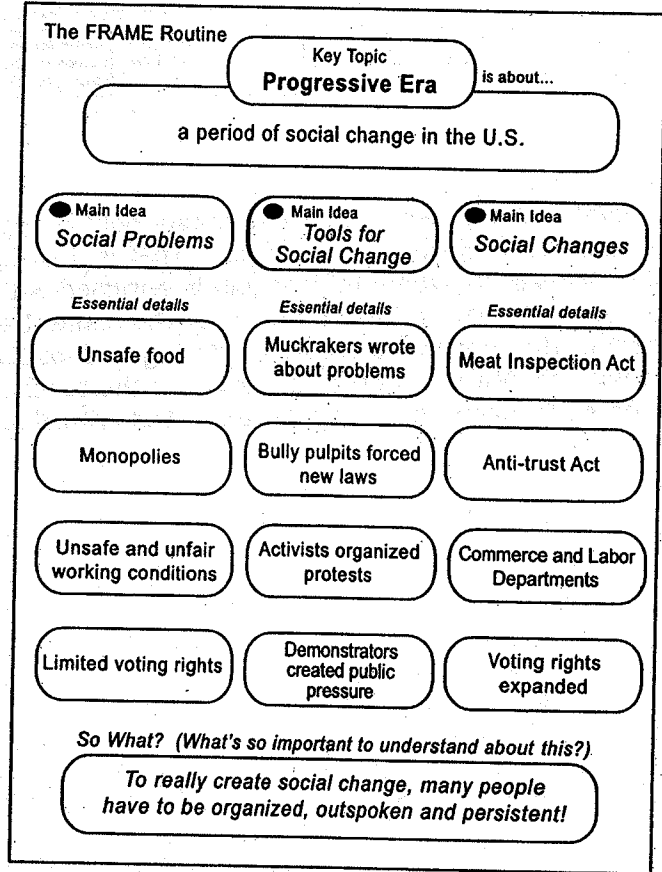
PROCESS:

COURSE PROGRESS GRAPH

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University of Kansas Center for Research on Learning 7/99

CR Overhead #1



EXAMPLES OF LEVEL I STRATEGIES

continued...

The Unit Organizer

④ - BIGGER PICTURE -

Name: _____
Date: _____

The roots and consequences of civil unrest

② LAST UNIT <i>/Experience</i> Growth of the Nation	① CURRENT UNIT The Causes of the Civil War	③ NEXT UNIT <i>/Experience</i> The Civil War
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⑥ UNIT SCHEDULE	⑤ UNIT MAP																
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">1/22</td><td>Cooperative groups - over pp.201-210</td></tr> <tr><td style="text-align: center;">1/28</td><td>Quiz</td></tr> <tr><td style="text-align: center;">1/29</td><td>Cooperative groups - over pp.210-225</td></tr> <tr><td style="text-align: center;">1/30</td><td>Quiz</td></tr> <tr><td style="text-align: center;">2/2</td><td>Cooperative groups - over pp.228-234</td></tr> <tr><td style="text-align: center;">2/6</td><td>Review for test</td></tr> <tr><td style="text-align: center;">2/7</td><td>Review for test</td></tr> <tr><td style="text-align: center;">2/8</td><td>Test</td></tr> </table>	1/22	Cooperative groups - over pp.201-210	1/28	Quiz	1/29	Cooperative groups - over pp.210-225	1/30	Quiz	2/2	Cooperative groups - over pp.228-234	2/6	Review for test	2/7	Review for test	2/8	Test	
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1/30	Quiz																
2/2	Cooperative groups - over pp.228-234																
2/6	Review for test																
2/7	Review for test																
2/8	Test																

<p>⑦ UNIT SELF-TEST QUESTIONS</p> <p>What was sectionalism as it existed in the U.S. of 1860?</p> <p>How did the differences in the sections of the U.S. in 1860 contribute to the start of the Civil War?</p> <p>What examples of sectionalism exist in the world today?</p>	<p>⑧ UNIT RELATIONSHIPS</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">descriptive</td></tr> <tr><td style="text-align: center;">compare / contrast</td></tr> <tr><td style="text-align: center;">cause / effect</td></tr> </table>	descriptive	compare / contrast	cause / effect	
descriptive					
compare / contrast					
cause / effect					

CONCEPT DIAGRAM

① CONVEY CONCEPT
② OFFER OVERALL CONCEPT
③ NOTE KEY WORDS
④ CLASSIFY CHARACTERISTICS

① Democracy a form of government ④

<p>Always Present</p> <ul style="list-style-type: none"> leaders accountable by elections citizens have equal voting rights individuals can oppose government all views are tolerated statement of civil & political rights 	<p>Sometimes Present</p> <ul style="list-style-type: none"> direct representation indirect representation centralized power decentralized power separation of power unified power 	<p>Never Present</p> <ul style="list-style-type: none"> rule by king rule by dictator censorship of press hereditary transfer of power
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Examples:

- United States
- England in 1993
- Athens (500 B.C.)
- Russia 1993

Nonexamples:

- China in 1993
- England under Henry VIII
- Macedonia (under Alexander)

⑨ PRACTICE WITH NEW EXAMPLE

⑩ TIE DOWN A DEFINITION

A democracy is a form of government in which leaders are accountable to the people through elections, citizens have equal voting rights, individuals can oppose the government, all views are...

As with all the strategies within Level I, their use meets both group and individual needs while maintaining the integrity of the content. That is, through application of sound instructional principles, all students' learning is enriched without sacrificing large amounts of content. Instead, critical features of the content are selected and transformed in a manner that promotes student learning and instruction is carried out in a partnership with students. Inherent in Level I is the teacher's intentional action to organize and be transparent about the expected critical learnings.