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## **Annotated Resource Set (ARS)**

Phase I

6. Resource Set						
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### Notes/Comments:

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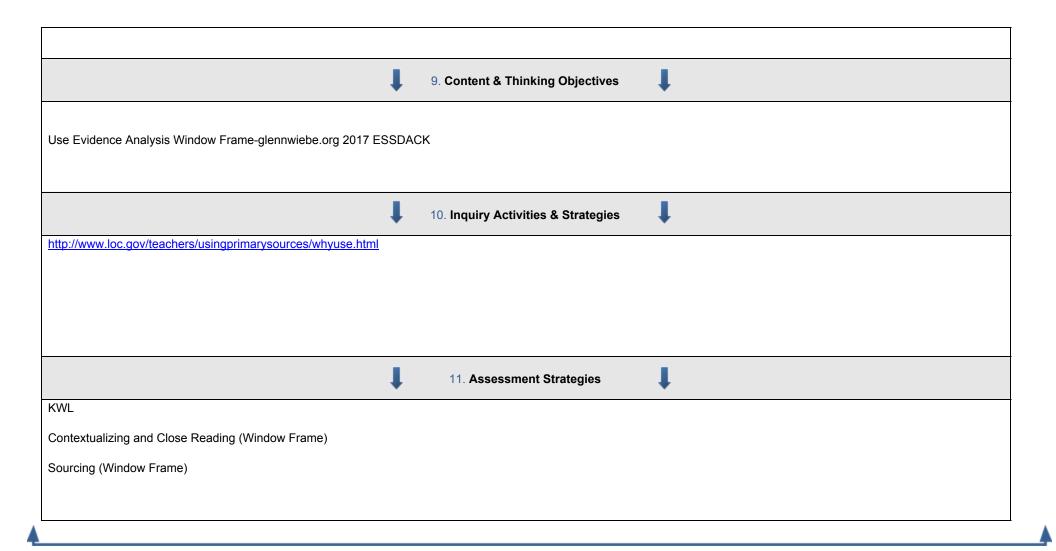
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Notes/Comments: S is for S'mores, A Camping Alphabet written by Helen Foster James and Illustrated by Lita Judge (Sleeping Bear Press)

## Foundations Annotations 7. Curriculum Connections Social Studies Visual Arts Science Language Arts Math 8. Curriculum Standards

- 1. The students will access, synthesize an evaluate information to communicate and apply social studies to real world situations.
- 2. The students will apply geographic knowledge and skills.
- 3. The students will demonstrate an understanding of the effects of time, continuity and change on historical and future perspectives and relationship.
- 4. The students will be able to explain how and where different cultures record and illustrate stories and history of life through art.
- 5. The students will compare how responses to art change based on knowledge of the artworks' cultural and historical context.
- 6. The students will be able to analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
- 7. The students will obtain and represent data using tables and graphical displays to describe observed and predicted weather conditions during a particular season.
- 8. The students will ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers.
- 9. The students will use information gained from illustrations and the words to demonstrate the understanding of the text.



# Other Resources 12. Web Resources http://www.foresthistory.org/ASPNET/Publications/region/1/flathead/chap7.htm 13. Secondary Sources 14. Print and Other Media Resources S is for S'mores, A Camping Alphabet written by Helen Foster James and Illustrated by Lita Judge (Sleeping Bear Press) Thomas Jefferson Builds a Library by Barb Rosenstock

### **ARS Component Guide**

### **Phase I Components**

- 1. **Title / Content Area:** Provide the title of the ARS. If the title doesn't explicitly denote the sets theme, please also provide a content area (e.g. Environment, Government, Immigration, War/Military, Women's History, etc.).
- 2. **Developed by:** Provide your name and any other contributors to the ARS.
- **3. Grade Level:** Provide the grade level(s) for which the set is to be taught.
- 4. Essential Question: Provide an essential question that encompasses the set theme and that could be used as a launching point for use in the classroom.
- 5. Contextual Paragraph for Resource Set: Provide a short paragraph explaining the resource set and describing the context in which the set is to be used
- 6. **Resource Set:** Provide titles, context, thumbnails and addresses for specific resources. It isn't necessary to provide a thumbnail for all resources (e.g. audio and video files). **Important**: Be sure to use a permanent URL and check your hyperlinks for all resources.

### **Phase II Components**

- 7. Curriculum Standards: Provide local, state or national standards that could be addressed through the use of the ARS and subsequent activities
- 8. Curriculum Connections: Provide other curriculum areas to which this set of resources could be applied
- 9. Content & Thinking Objectives: Provide objectives to be met through the use of the ARS and subsequent activities
- 10. Inquiry Activities & Strategies: Provide specific strategies and learning activities which the ARS will be used to support

11. Assessment Strategies: Provide assessment methods which will be used to demonstrate student learning after the use of the ARS and subsequent activities

### **Other Resources**

- 12. Secondary Sources: Provide any secondary sources that could be used to supplement the ARS
- 13. Web Resources: Provide links to any additional web resources that could be used to supplement the ARS
- 14. Print and Other Media Resources: Provide other resources that could be used to supplement the ARS