

East Asian Expressions – Banford Elementary – 2006/2007

Rationale-

At Banford Elementary School we feel it is important to acquaint our students with people from diverse cultures and lifestyles. A large part of the world's population lives in Asian countries, and yet our knowledge about them is very incomplete. With this grant, we would be able to create learning units designed to encourage children and teachers to learn about Asian cultures.

Our focus will be at the third grade level in accordance with the New York State Social Studies standards and curriculum.

In the grade 3 social studies program, students study about communities throughout the world. The five social studies standards form the basis for this investigation as students learn about the social, political, geographic, economic, and historic characteristics of different world communities. Students learn about communities that reflect the diversity of the world's peoples and cultures. They study Western and non-Western examples from a variety of geographic areas. Students also begin to learn about historic chronology by placing important events on timelines. Students locate world communities and learn how different communities meet their basic needs and wants. Students begin to compare the roles of citizenship and the kinds of governments found in various world communities. (NYS Social Studies Core Curriculum, p.25)

It is our hope that this project will act as a “springboard” to promote future investigation.

Project Design

Throughout the 2006-2007 school year, each of our five third grade classrooms would have a mini-focus on a specific Asian country/region/culture. As the year progresses, the focus area would be highlighted in lessons in the classroom, art, music, physical education, and library. In March of 2007, each third grade classroom would present to other classes a musical play based on a folktale from their focus area. In addition, each third grade class would prepare displays for an Asian Fair that all classes, parents, and community members would be invited to. Fabric banners using characters, symbols, or printed words from the languages of focus countries would be illustrated with paintings and hung in the cafeteria and other areas of the school.

Staff members would be encouraged to dress in costume during the Asian Festival in March; costumes purchased through the grant would become part of the district's permanent collection. During the festival month, guests would be invited to speak or give demonstrations on a variety of topics, such as food, dress, holidays, language, etc.

Following the Asian Fair, third grade students would compare and contrast what they have learned about their focus area with the United States and other Asian focus areas presented in the fair.

Timeline

Starting in July 2006, teachers will gather materials to use in their classrooms. Beginning in September, units will be incorporated into lessons whenever possible. In January 2007, the folktales will be chosen and the scripts written for the musical plays.

Rehearsals for these plays will begin in third grade music classes in February and will be presented in March (classes meet on a four day rotation). Information gathering for the Asian Fair would be ongoing, but displays and exhibits would be prepared in February and March. Banners to promote and decorate the school for the musical plays and the fair would be prepared by students in February and March as well. March would be an Asian Festival month with the presentation of the musical plays, guest speakers, and the Asian Fair encouraging the whole school to become more aware of the variety of countries and cultures in East Asia. At the end of March and in early April, third grade students would compare and contrast the countries and cultures of East Asia with each other and the United States.

Assessment

Third graders will be assessed on their musical plays (costume creation, participation, musical elements, and acting), classroom participation, Fair exhibits, and art project. The Kindergartners, 1st and 2nd graders will be assessed on their overall participation. See rubrics attached.

Expenses

Art Supplies (These will be used to create banners. The banners will be hung in the cafeteria and around the school; a collection of these banners will be maintained in the school for future use.)

Paint, brushes, fabric, dowels	\$200
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Books (These will be used to enhance our current collection for student and teacher research. Folktales would be the basis for developing musical plays representing a variety of cultures. The other non-fiction books would be used along with Internet sources and guests to gather information for the Asian Fair.)

Folktales, Non-fiction	\$200
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Costumes for Teachers (These will be worn during March 2007 to promote the Asian studies and maintained as part of a permanent collection.)

Material, pattern, trim	\$225
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Food (These funds would be to purchase foods for children to prepare and sample.)

	\$100
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Guest Speakers (These funds would allow payment to a speaker for 1/2 day to present information to third grade classes.)

	\$125
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Music Recordings (This money would be used to purchase CD's for use in music classes and during March announcements.)

	\$ 30
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Theatrical Productions (Each 3rd grade class will prepare and present one play based on the folktale from their country. Grant money would be used for costumes, scenery, and props.)

Props, scenery, costumes	\$120
Total	\$1000

Adaptation to other educational settings

The activities planned are all easily duplicated in other schools and school settings, at other grade levels, and in summer library or recreational programs. The third grade activities address state standards in social studies and the arts and, therefore, are appropriate in any third classroom in New York State. Books and CDs purchased, as well as costumes and banners produced, would be available for loan to other schools and individuals.

Submitted by:

Susan Dean, music teacher

Nancy Palmateer, library media specialist

Sue Bastien, 3rd grade teacher

Cathy Carr, 3rd grade teacher

Melanie Knight, 3rd grade teacher

Beth Patrick, 3rd grade teacher

Bonnie Tracy, special education teacher

Musical Plays	Exceeds Standards	Meets Standards	Below Standards
Participation	I worked enthusiastically with others and demonstrated a positive attitude, listened to directions and suggestions, and assisted others with their roles.	I worked well with others, listened to directions and suggestions, and assisted others with their roles.	I was uncooperative, did not listen to directions or suggestions, or did not assist others with their roles.
Performance	I spoke and/or sang with appropriate expression for my role, memorizing lines and lyrics.	I spoke and/or sang my role clearly, memorizing lines and lyrics.	I did not speak and/or sing clearly, forgot lines or lyrics.
Props, costumes, set	I was always prepared with my costume/props, assisted with set as needed.	I kept my costume/props clean and well-organized.	I lost parts of my costume and/or props.
Staging & choreography	I anticipated where I needed to be on stage or off and assisted others.	I was where I needed to be on stage or backstage.	I was often out of position on stage or backstage.

Asian Fair	Exceeds Standards	Meets Standards	Below Standards
Participation	I worked enthusiastically with others and demonstrated a positive attitude, listened to directions and suggestions.	I worked well with others, listened to directions and suggestions.	I was uncooperative, did not listen to directions or suggestions.
Display - Accuracy	I used authoritative sources and cited them.	I cited my sources.	I did not evaluate or cite my sources.
Display - Appeal	My display is inviting, clearly and neatly presented.	My display is clearly and neatly presented.	My display is unclear or sloppy.
Understanding/ Knowledge	I am able to explain and elaborate on items in my display.	I am able to explain items in my display.	I was confused about items and information in my display.

Banner Project	Exceeds Standards	Meets Standards	Below Standards
Participation	I worked enthusiastically with others and demonstrated a positive attitude, listened to directions and suggestions.	I worked well with others, listened to directions and suggestions.	I was uncooperative, did not listen to directions or suggestions.
Design	My banner illustrates a symbol clearly and with an appealing design.	My banner is neatly presented and illustrated.	My banner symbol and illustration do not match or are sloppily presented.

K-2	Exceeds Standards	Meets Standards	Below Standards
Participation	I listened attentively and enthusiastically to the performance and/or presentation.	I listened attentively to the performance and/or presentation.	I did not listen well to the performance and/or presentation.
Understanding/ Knowledge	I can recall the story elements or presentation with many details.	I can recall many elements of the story or presentation with some details.	I can recall very little of the story elements or presentation.

Grade 3 Overall	Exceeds Standards	Meets Standards	Below Standards
Compare/ Contrast	I am able to articulate similarities and differences between my Asian country/culture to other Asian countries/cultures and the United States, citing specific information about a variety of topics.	I am able to articulate similarities and differences between my Asian country/culture to other Asian countries/cultures and the United States.	I am not able to articulate similarities and differences between my Asian country/culture to other Asian countries/cultures and the United States.

McKenney Middle School East Asia Grant Proposal

1. Rationale

In conjunction with the Banford Elementary School and H.C. Williams High School, we are requesting an East Asian Studies Teachers' Mini-Grant to help fund a month of East Asian studies culminating in an East Asian Festival for March of 2007. The purposes of this event are:

- i. to provide an opportunity for all students to learn about an area of the world that is relatively unknown to them and an important part of the future global picture
- ii. to provide teachers with a venue for introducing East Asian topics into their curricula
- iii. to create a school-wide project that encourages cross-curricular education and involvement at all grade levels

2. Project Design

Within the middle school each grade level team will be incorporating East Asian studies into various aspects of curriculum. Students will be:

- i. reading East Asian literature at every grade level,
- ii. studying Asian sports, games and martial arts in physical education classes
- iii. covering culture and history aspects in social studies
- iv. studying and performing East Asian music and dance
- v. creating artistic projects with East Asian inspirations/themes

3. Sequence of Activities- Many teachers plan to incorporate various East Asian topics into their curricula throughout the year (i.e. 8th graders will be studying how the effects of plate movements create tsunamis in science class). We are encouraging teachers to do so whenever possible. Below is an outline of some specific events:

- a. September-April: various activities designed by teachers to fit in to their curricula
- b. March: focused study of East Asian including:
 - i. Art: within art class, students will study East Asian artistic media including kite-making, origami, clay sculpture and calligraphy (these activities would take place throughout the year as well)
 - ii. Dance: Asian Dance workshops would be offered (open to all students) with the opportunity available to perform during the East Asian Festival
 - iii. Music: Students in 5th & 6th Grade Chorus, 7th & 8th Grade Chorus, Select Choir, and Sr. Chorus will learn Asian choral repertoire during normally scheduled rehearsals. Students will be taught Asian culture along with the "notes & rhythms" of each piece of music to help students understand its cultural significance and origin. Students will listen to Asian music and critically analyze it. (NYS Standard 2 "Knowing & Using Arts Materials &

Resources,” Standard 3 “Responding to and Analyzing Works of Art,” and Standard 4 “Understanding the Cultural Dimensions & Contributions of the Arts”)

iv. History and culture:

1. Social Studies

- a. 6th grade: students will research countries of East Asia
 - b. 8th grade: students will study the history of East Asia in the context of World War I
2. Physical Education: students at all grade levels will explore martial arts, games and sports of East Asia
 3. Home and Careers: students will explore, cook and sample East Asian cuisine
 4. Guest Speakers: brought in from the community and school population to discuss their experiences/expertise on East Asian culture
 5. Zodiac Parade for “The Year of the Boar”- all classes would be invited to participate in a school-wide parade celebrating the Boar. Participants will research and create costumes, floats, etc. to use during the parade.
 6. East Asian Fashion Show: This event would allow high school students the chance to create some costumes for middle school students to model during the East Asian Festival. Students would also be able to borrow costumes from our costume shop and/or bring in their own items.

v. Literature:

1. Class projects- as designed by teachers to fit curricula
2. Individual projects- as designed by teachers to fit curricula
3. Reading at each grade level
 - a. 4th Grade: Haiku/Poetry
 - b. 5th Grade: “A Single Shard” by Linda Sue Park- Tree-Ear, a thirteen-year-old orphan in medieval Korea, lives under a bridge in a potters' village, and longs to learn how to throw the delicate celadon ceramics himself.
 - c. 6th Grade: Asian Country Research
 - d. 7th Grade: Haiku/Poetry
 - e. 8th Grade: Haiku/Poetry

c. March 29th: East Asian Festival- a community event intended to bring the culture we have been studying to the people of Canton. This event would include:

- i. Musical performances grades 5-12 in conjunction with community musical groups from local colleges
- ii. Fashion show in the middle school
- iii. Possible dance performance

- iv. General display in all three buildings of the East Asian cultures students have been studying.

4. Assessment of Effectiveness- the following rubrics will be given to teachers to assess individual student projects and projects involving multiple students:

Individual Student Project

	4 Exceeds Standards	3 Meets Standards	2 Approaches Standards	1 Does Not Meet Standards
Mastery of Content	Demonstrates thorough understanding of concepts involved, can display knowledge through written/verbal communication with no teacher prompting	Demonstrates basic understanding of concepts involved, can display knowledge through written/verbal communication with some teacher prompting	Demonstrates some understanding of concepts involved, can display knowledge through written/verbal communication with much teacher prompting	Demonstrates little to no understanding of concepts involved, can not display knowledge through written/verbal communication
Work Ethic	Is self-directed, is self-motivated, completes project/activity with a high quality of work	Needs some teacher direction and motivation, completes project/activity with an acceptable quality of work	Needs much teacher direction and motivation, completes project/activity with a poor quality of work	Does not take teacher direction or motivation, does not complete project/activity

Multiple-Student Project

	4 Exceeds Standards	3 Meets Standards	2 Approaches Standards	1 Does Not Meet Standards
Mastery of Content	Demonstrates thorough understanding of	Demonstrates basic understanding of	Demonstrates some understanding of	Demonstrates little to no understanding of

	concepts involved, can display knowledge through written/verbal communication with no teacher prompting	concepts involved, can display knowledge through written/verbal communication with some teacher prompting	concepts involved, can display knowledge through written/verbal communication with much teacher prompting	concepts involved, can not display knowledge through written/verbal communication
Work Ethic	Group is self-directed and self-motivated, each group member participates at a high level, completes project/activity with a high quality of work	Group needs some teacher direction and motivation, individual members participate at an acceptable level, completes project/activity with an acceptable quality of work	Group needs much teacher direction and motivation, individual participation is below expectations, completes project/activity with a poor quality of work	Group does not take teacher direction or motivation, individual members do not participate as expected, does not complete project/activity

Teachers would be encouraged to translate this assessment system into an appropriate grade for the class being taught.

5. Budget

Item	Durable	Cost	Explanation
Art Supplies			
12 Bamboo Brush Sets @ \$5.39/set	X	\$64.68	These supplies will be used in various projects at the grade levels, including:
Books to include:			1. Origami workshops open to all
Asian Kites	X	\$12.95	2. Clay sculptures to be permanently in display in the middle school library
Origami	X	\$12.95	3. Kite-making project combining the technology classes- students will build kites in the woodshop and design them in class
Chinese Calligraphy	X	\$24.95	4. A whole-school parade celebrating “Year of the Boar”
Sumi-E Book	X	\$18.95	5. Various projects built into the art curriculum
Chinese Designs (2)	X	\$19.90	
Traditional Japanese Designs (2)	X	\$19.90	
2 Quarts of India Ink @ 12.00/qt.		\$24.00	
3 Pads of Sumi-E Sketch Paper @ \$13.79/pad		\$41.37	
Dance Supplies			
Teaching Video	X	\$60	Megan Smith, a special education teacher in our school, will offer Asian dance workshops on March 29th.
Music recordings	X		
Guest Speaker Honorariums		\$200	This money will enable us to offer an honorarium to various guest speakers brought in throughout the month of March. If this money is not used, it will be used to buy more books, art supplies and fabric.
M. Meyers’ Class Project		\$50	This is a special education resource room for students with special needs, grades 4-8. One student in the class is from the Philippines, so they will be working on a project studying that country.
Reading at each Grade Level		\$350	Cindy Cubley, middle school library media specialist, will work with each grade level to reading literature from Asia, research individual East Asian countries and do reading/writing poetry from this area of the world.
4 th Grade: Haiku, Poetry	X		
5 th Grade: A Single Shard	X		
6 th Grade: Asian Country Research	X		
7 th Grade: Haiku/Poetry	X		
8 th Grade: Haiku/Poetry	X		
Fabric	X	\$100	Various projects may be enhanced by costumes.
			1. East Asian Festival night (3/29/07)- a community event including musical performances by local community musical groups, a possible display in the middle school, possible dance performances and a general display in all three buildings.
			2. East Asian cultures students have been studying.
			2. Any faculty member, PreK-12 will be responsible for the costumes.

	<i>TOTAL</i>	<i>\$1000</i>	wear a costume every Friday in East A and the day of the Festival 3. Middle School Parade (Year of the Bo 4. Various projects designed by teachers to supplement reading at each grade le
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6. Adaptability for use in other schools
 - a. All of the books purchased would be available to other districts to borrow.
 - b. Sculptures created would remain in the district for other schools to view and generate ideas.
 - c. All costumes would be retained in the school costume shop for future use by our students and other schools.
 - d. Teaching videos and musical recordings could be borrowed by other districts for use in their curricula.

Middle School Grant Writers: Cindy Cubley- Library Media Specialist, Greg Kiah- Art, Kate Ormsby- Home and Careers, Megan Smith- MS Special Education, Andrea Ellison- MS Music (aellison@ccsdk12.org).

East Asian Expressions

Grant Proposal for East Asian Studies
Hugh C. Williams High School 2006/2007

Rationale

Canton Central High School desires more exposure to a wider range of cultures. *East Asian Expressions* will foster a broad understanding of a world most students can only dream of. Bringing together Banford Elementary, McKenney Middle, and Hugh C. Williams High, students will be able to dialogue about the cultures being explored throughout Canton Central School.

At Hugh C. Williams High School, studies of Asian culture and history are a part of the high school curriculum. Yet, there is a deluge of information that can be communicated to the students through high sensory activities such as performances, culinary preparation, guest speakers, science labs, and art making. *East Asian Expressions* will create a lasting impression upon our students as well as reinforce our current study of East Asia. *East Asian Expressions* will focus on grades 9 - 12 in accordance with NYS standards.

Hugh C. Williams High School requests this grant so teachers may create platforms of information for students to connect from department to department through *East Asian Expressions*. Students will be instructed in the complexities of East Asian cultures at many levels. Some of our exchange students travel from East Asia, and it is our hope to demystify their heritage. *East Asian Expressions* will also aid in building a foundation for future teachable units dealing with East Asian cultures.

Project Design

East Asian Expressions will commence throughout classrooms in September, continue throughout the school year, and culminate March 29, 2007. This East Asian event is going to be highlighted from March 5th 2007 through to the final experience, the *East Asian Expressions* Festival on March 29, 2007. Planning this festival involves the following departments in the high school; Visual Arts, Music, Social Studies, Language Other Than English, Family and Consumer Science, Science and English.

Music will participate in a Choral Festival with their choir and the choirs from nearby colleges. There will also be a performance in the high school auditorium. All choirs will perform at least one piece of music from Asian repertoire. Through the performance of the piece all students will present and share their knowledge of Asian culture with the community at large. A guest speaker for Asian music and culture will be provided for our students.

Objective 1. Students will better understand the cultural significance and origin of music in the Asian culture through the exploration of “notes & rhythms” of each piece of music. (NYS Standard 2 “Knowing & Using Arts Materials & Resources,” Standard 4 “Understanding the Cultural Dimensions & Contributions of the Arts”)

Objective 2. Students will listen to Asian music and critically analyze it. (NYS Standard 3 “Responding to and Analyzing Works of Art,” and Standard 4 “Understanding the Cultural Dimensions & Contributions of the Arts”)

Visual Arts will be creating block printed banners, origami mobiles, and batik lanterns to be installed in the corridors of the high school.

Goal... To provide a visual understanding of the Japanese Culture as well as the Indonesian culture through creating art, using materials to enhance understanding of art, responding to the creation of art, and understanding the cultural origin of the art.

Objective 1: Create Art

Students will create Art for public display. Banners, origami mobiles, and Japanese lanterns created from batik material.

- Sculpture will be created using student created batik material, cardboard and wooden material to create lanterns.
- Block printed banners will be created through the use of oil sticks and block ink.
- Origami mobiles will be created with paper, wire and string
- Handmade journals will be created with marbled paper and Japanese bindings.

Objective 2: Knowing and Using Materials

Students will communicate intended meaning through the use of 2 or more mediums.

Objective 3: Analyzing Works of Art

The students will create a document that analyzes the art they have created for the festival.

Objective 4: Understanding the Cultural Dimension

The students will create three slides on Powerpoint that will demonstrate their cultural understanding of art in East Asia.

Social Studies

10th Grade

Chinese Communist Revolution: Social Studies Standards 2,3

Objective 1. Students will develop insights into the reasons and impacts of the Communist Revolution in China.

Objective 2. Students will analyze differing viewpoints on the impact of Mao.

Class activities: Students will...

- complete class activities to provide a historical, political and geographical backdrop to the transition to communism in China and its impacts.
- read the *Red Scarf Girl* and short readings on Mao to gain an insight into the impact of social/government programs on individuals and their responses to those systems.
- be exposed to other perspectives on the impact of Mao to facilitate a discussion of differing perspectives on the Cultural Revolution.

11th grade

SS 11 Vietnam Conflict: Social Studies Standards 1,2,3

Reading packet and class activities

- Students will complete the activities in the packet, which are designed to illuminate the historical, political and geographic aspects of the Vietnam Conflict.

Vietnam veterans as guest speakers

- Students will prepare questions to interview speakers.

Vietnamese or Vietnamese-Americans as guest speakers -- there is a group that dramatizes voices from Vietnam -- they would be ideal to do a presentation/assembly.

- Students will prepare questions to interview speakers

Films: Front Line: Massacre at My Lai, Letters from Vietnam

Objective 1. Students will develop an understanding of the historical, political and geographic aspects of the Vietnam Conflict by preparing questions to interview Vietnamese or Vietnamese American speakers

Objective 2. Students will analyze differing viewpoints on the Vietnam Conflict.

12th grade

Objective 1. Students will develop insights into the reasons and impacts of the Communist Revolution in China by analyzing differing viewpoints on the impact of Mao Tzu Tung. Students will complete class activities to provide a historical, political and geographical backdrop to the transition to communism in China and its impact on literature by reading the *Red Scarf Girl* and short readings on Mao.

Objective 2. Students will read the class novel to gain an insight into the impact of social/government programs on individuals and their responses to those systems.

Objective 3. Students will be exposed to other perspectives on the impact of Mao to facilitate a discussion of differing perspectives on the Cultural Revolution.

English will be performing an Asian drama/theatre during the month of March.

LOTE

Korean Barbecue: Lunch for 15-20 students involving beef ribs in a Korean sauce, rolled

in leaves of lettuce with Asian sushi rice.

NYS standard: Cultural skills and understandings

Objective 1. Students will draw comparisons between societies.

Objective 2. Students will recognize that there are important linguistic and cultural variations among groups that speak the same target language.

Objective 3. Students will realize there are differences in food and eating patterns. When students think of Asian food, they think Chinese or sushi. This will make them aware that Koreans eat differently.

In addition, there will be an invitation given to the owner of Purple Rice to give an informative talk about Sushi: What it is, the various types and to clear up misunderstandings

Family and Consumer Science

Part I Food

Goal: The high school Family and Consumer Science program will participate in the school-wide East Asian Expressions program as follows [NYS Learning Standards met are in brackets following each item]:

Objective 1. Students in both sections of International Foods (second semester) will research the food customs and cultures of selected East Asian countries. [ELA Standard 1; FACS Standard 3]

Objective 2. Students will prepare and evaluate a variety of recipes from their research projects. [ELA Standards 1,3; FACS Standards 2,3]

- Students will collaborate with the district Food Service manager to create an East Asian-themed menu to be offered as part of the school lunch program on a selected day in March. [ELA Standards 1,3,4; FACS Standard 3]
- Students will create a handout or brochure with information from their research and at least one recipe to be distributed to the public on the culminating evening of the project. [ELA Standards 1,3; FACS Standard 3]

Students will be offered the opportunity to demonstrate the preparation of an East Asian recipe on the evening of the culminating activity. [ELA Standards 1, 4; FACS Standards 2,3]

Students will jointly explore East Asian cuisine and work with the cafeteria staff to provide diverse food for the students throughout the school. Students will also research recipes and create a brochure with to distribute to students.

Part II Clothing

Goal: The students in Fashion Design will create authentic outfits for students and faculty to wear throughout the day of the Festival.

Objective 1. Students in Fashion Design (first semester) will research clothing customs and cultures of selected East Asian countries. [ELA Standard 1; FACS Standard 3; CDOS Standards 2,3]

Objective 2. Students will sew costumes from selected East Asian Countries, to be worn by staff the month of March. [ELA Standards 1; FACS Standards 2,3; CDOS Standard 2]

Objective 3. Students will create a handout with information from their researched country and sample pictures of clothing to be distributed to the public on the culminating evening of the project. [ELA Standards 1,4; FACS Standard 3; CDOS Standards 2,3]

Objective 4. Students will be offered the opportunity to model East Asian clothing in a fashion show on the evening of the culminating activity. [FACS Standards 2,3]

Objective 5. Students will create commentaries to be announced with each costume/outfit being modeled. [ELA Standards 1,4; FACS Standards 2,3; CDOS Standards 2,3]

Science

A connection can be illustrated as:

- Focusing on the history of fireworks when the properties of metals and transition elements are discussed in chemistry
- Focusing on tsunamis, monsoons, and volcanic activity specifically in East Asia in earth science
- Inclusion of acupuncture into the lesson when discussing the nervous system in biology
- Inclusion of discoveries made by East Asian astronomers in physics

**Each Regents course conducts 30 labs minimum September – June

	Not Yet Acceptable	Competent	Proficient	Superlative
In each science discipline (biology, earth science, chemistry and physics)	Less than 50 % of the year's lesson plans connect with the unit No labs are connected to the theme	Lesson plans connect with 50% of the units One lab connects with the theme	Lesson plans connect with 80% of the units Two labs connect with the theme	Lessons plans will connect with the East Asian scheme every unit * Three labs will be connected to the theme

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*Typically, there are ten-twelve units within a September-June span.

Timeline

September 2006

- Teachers will begin to incorporate the East Asian event scheduled for each respective department into their units and lessons when possible.
- Commence the fabrication of clothing authentic to the region.
- Plays and drama pieces will be chosen and rehearsals will begin.
- Begin researching recipes and work with the high school cafeteria to produce a school menu for students on March 23rd.
- Produce brochures with Asian recipes.

November 2006

- Create Journals and demonstrate the Japanese binding method

December 2006:

- Create Origami Mobiles

January

- Students in 7th & 8th Grade Chorus, Select Choir, and Sr. Chorus will learn Asian choral repertoire during normally scheduled rehearsals
- Begin Printmaking Unit
- Create a linked series of Banners over the course of 3 weeks

February

- Design and Create Lanterns
- Students in 7th & 8th Grade Chorus, Select Choir, and Sr. Chorus will learn Asian choral repertoire during normally scheduled rehearsals

March

- Korean Barbeque
- Food Preparation by the high school Family and Consumer Science program.

- Demonstration of food preparation by the high school Family and Consumer Science program.
- Install art works throughout the High School
- The high school library will display fiction and non-fiction books.
- We will play Asian music in the hallways of the high school for students.
- 29th - East Asian Festival, including a free public concert involving 7th & 8th Grade Chorus, Select Choir, and Sr. Chorus.

Budget

Department	Item	Amount
Science	Lab Materials	\$100.00
Music	Choral music and guest speaker	\$200.00
Social Studies	30 copies of the Red Scarf Girl	\$200.00
English	Asian drama/theatre	\$300.00
Foreign Languages	Food	\$100.00
Family & Consumer Sciences	Food	\$100.00
Total		\$1000.00

Assessment

- View attached East Asian Expressions Rubric.

Adaptability

Other schools interested in the study of East Asia may...

- borrow books.
- request specific lesson plans utilized for this project.
- view art on the Canton Central School website created by students.
- view documentation (photos and video) of the event for ideas for future projects.
- borrow costumes.

Submitted by:

Carol Goldie – LOTE Department

Paul Bevins - English Department

Sue Lanning - Family and Consumer Science

Kim Busch - Music Department

Viola Schmidt-Doyle – Social Studies Department

Michelle Rodee – Visual Arts Department

Louis Spataro - Library Media Specialist