



# TEXAS PERFORMANCE STANDARDS PROJECT (TPSP) USING IIM

(<http://www.texaspsp.org/>)

Phase 1 Learning Experiences use IIM Group Basic Process (whole class modeling)

Phase 2 Learning Experiences use IIM Independent Basic Process (independent projects)

## KINDERGARTEN

### Task – Do Your Part for Art

This project generates a deeper understanding of art, and the student will gain a basic knowledge of artistic styles. Students will explore background information on three artists from the past and the styles of their art.

### ESSENTIAL QUESTIONS

- What is artistic style?
- How do artists develop their own styles and create masterpieces using that style?



**Phase I Learning Experiences Product:** In the art center, students create works of art, mimicking the style of each artist using a variety of colors, forms, and lines.

**Phase II Independent Research Product:** An original work of art—the student will talk about the work using specific vocabulary and display their art in a classroom exhibit.

## GRADE 1

### Task – Animal Nation

Students will study different animals to learn about their basic needs and ecosystems in which they live. Students will choose an animal to observe, describe, and research, determining its basic needs and how they are met. Students will then discuss different outcomes for their animals if their needs are not met (e.g., become extinct, adapt).

### ESSENTIAL QUESTIONS

- What are the animal's survival needs?
- What are the animal's strengths and weaknesses?
- What could happen to the animal if their needs are not met?



**Phase I Learning Experiences Product:** Classification chart from survey of favorite animals

**Phase II Independent Research Product:** An animal report identifying key findings including the animal's strengths and its likely future

## GRADE 2

### Task – The Ripple Effect, A Study of Water

Students will learn about the properties of water and issues surrounding the quality and quantity of water sources. Students will investigate a local water supply and discuss ways to conserve water and limit pollution. They will conduct a study of their own water usage in order to develop a solution for preserving the local water supply.



### ESSENTIAL QUESTIONS

- What are the physical and chemical properties of water?
- What is the importance of water to humans, the earth, and other common objects?
- How can we protect this precious resource?

**Phase I Learning Experiences Product:** Water usage chart

**Phase II Independent Research Product**

- A public service announcement that addresses specific issues with water
- An invention for conserving water or containing water pollution

### GRADE 3

#### Task – Building a Business: Games and Toys

This project generates an understanding of marketing, consumer awareness, and business models by studying the games and toys industry. Students will learn about the making and selling of their favorite toys. Then in small groups, students will found their own toy companies.



#### ESSENTIAL QUESTION

What is the relationship between toys/games, their manufacturers, and the impact of advertising?

**Phase I Learning Experiences Product:** Timeline

**Phase II Independent Research Product:** New Toy/game prototype and business plan, marketing plan, or mass production plan

### GRADE 4

#### Task – We are Texans

We Are Texans is a social studies unit that allows students to study the differences between their own communities and those of others, researching what it would be like to live in other places. This project generates a deeper understanding of population groups that have settled in Texas. Students can study immigrant groups of the past or contemporary immigrant groups. This project promotes understanding of others through the discovery of similarities and differences among population groups who come from various places around the globe to live in one place.

#### ESSENTIAL QUESTIONS

- How did the geography of Texas affect the settlers' decisions to move here and life once they arrived?
- What did they bring to Texas?
- What contributions have they made?



**Phase I Learning Experiences Product:** An Immigrant's Journal

**Phase II Independent Research Product** - Students will create a museum display that illustrates contributions of the group of immigrants to Texas. Students will also assume the role of a docent who explains the display to a group of fourth graders who are visiting the museum.

### GRADE 5

#### Task – Story Quilt

This project generates an understanding of the relationship between history, quilting, and storytelling. Students will explore the stories told by quilts, how narratives can be represented through the art form of the quilt, and the relationship between story and history. In designing their own quilt, students will apply geometric principles.



#### ESSENTIAL QUESTIONS

- How does the quilter use color, texture, form, line, space, and value to tell the story?
- What role do the principles of emphasis, pattern, rhythm, balance, proportion, and unity serve in the quilt?

**Phase I Learning Experiences Product:** A class quilt

**Phase II Independent Research Product:** An individual or small group quilt that tells an original story. The student also writes the story.