

EEE Middle School Unit Descriptions

Middle school EEE objectives are categorized into three main areas: research skills, creative/critical thinking skills, and social/emotional needs. These needs are addressed over three years through one of more of the following units. (Units will vary by building.)

ADVANCED WRITERS' WORKSHOP: Students will explore different genres of writing as well as other necessary elements needed to improve writing and composition skills. Students will further develop both creative and technical writing skills through the use of word choice; theme; characters; setting; point of view; dialogue; sensory and figurative language; sentence structure; grammar; editing and revision.

AVIATION: This unit will cover the history of flight from the Wright Brothers to the Stealth Bomber. Students will complete the curriculum lessons independently and take a multiple choice test. A qualifying score on the test allows them to participate in the Wright Flight Fly Day where they will accompany a pilot in a plane and actually get to do some of the flying. There is also the possibility of a field trip to Whiteman Air Force Base.

COMPETITION BUILDING: Students will end the year building different kinds of projects with certain challenging specifications. They will compete with other students, groups of students, and classes to see who can fling it farther, build it higher, or make it go faster. Students will have to use their creativity and problem skills at the highest level.

CONSPIRACY THEORIES: In this unit, students have the opportunity to do in depth, rigorous research into a mystery that they will attempt to prove or debunk. From Stonehenge, the moon landing, Easter Island, the Great Pyramids, and the JFK assassination, students present their views, supported by research, on the many theories and investigations surrounding historical places and events.

DEBATE: Students will exercise their creativity, research, cooperative group, logic, and communications skills in this unit. Classes will select a debate topic and write a topic statement. Students will be randomly assigned to either the Affirmative side, which will argue that the statement is true, or to the Negative side, which will argue that the statement is either not true or not always true. Debates will be presented to the students' team and will be judged by teachers and administrators.

DESIGNING BOARD GAMES: Students will create a board game in the content area of their choice that can only be won using 75% or more strategy and which must be completely original. Students will do research regarding the topic of their game, and then incorporate the research into the rules and the game itself. Students may choose to try to market their game, as well. Games are exchanged and evaluated by peers for playability, difficulty, visual appeal, and user-friendliness.

ESPIONAGE: Students will examine the historical significance of espionage and covert intelligence gathering during times of war. They will identify both domestic and international events that have triggered changes in how intelligence is collected, disseminated, and used, and investigate the purpose of counterintelligence during peacetime. Students will explore legal and social controversies surrounding modern intelligence gathering methods and research the current roles of various U.S. government intelligence agencies, such as the CIA, FBI, NSA, and DHS.

FORENSIC SCIENCE: Students will study the science and technology behind crime scene investigation. They will learn how forensic experts search a crime scene for clues, collect evidence and preserve evidence, and test evidence for identifying characteristics.

FUTURE SHOCK: In this unit, students will come to understand the problems of today and those predicted for tomorrow from various viewpoints, perspectives, and complexities in working together with the resources available to solve the problems of the future.

HOLOCAUST and PROPAGANDA: Students will have the opportunity to study the Holocaust through the lens of propaganda. They will learn about different types of propaganda, understand the role of propaganda in the media, and analyze primary source documents from throughout history. Special attention will be paid to the role of propaganda during WWII and especially the role it played in Hitler's Final Solution. During this unit students will hear survivor testimony and take a field trip to the St. Louis Holocaust Museum.

INVENTION: Students will research the significance of various inventions throughout history. Students will analyze the issues surrounding a specific problem in order to generate a solution. Through the creative thinking and SCAMPER processes, students will develop ideas to create, build, and market original inventions.

LAW & JUSTICE I: This unit exposes students to the processes and outcomes of the various court systems. Students compare and contrast the federal, state, and local court systems. Students study the components of proper trial etiquette. This knowledge is integrated into a real world simulation through the planning and implementation of a mock trial.

MARKETING: Students will study different marketing and advertising techniques. They will evaluate real television and magazine ads to identify the strategies used to lure customers. Students will research trends in advertising, such as social media marketing, micro-targeting, and paid placement advertising. Students will also write and design an advertising campaign for an existing product or service.

MATH MYSTERIES: The Math Mysteries unit requires students to solve realistic mysteries using math skills such as percentages, square roots, logic, and geometry. Units have included such mysteries as Mr. Marfil's Last Will and Testament, The Pizza Perfect Caper, and The Phantom of the Bell Tower.

MISSOURI FUTURE PROBLEM SOLVING (MFPS): MFPS teaches a specific technique for constructively analyzing a topic or issue. The topics are chosen from strands to offer students opportunities to research various future scenarios and think about the future. It is important that students learn how to overcome obstacles or barriers when confronting challenges and developing solutions to social, political, scientific, economic and technological issues. Future Problem Solving Program International (FPSPI) provides this opportunity and emphasizes academic skills. <http://www.mofps.org/>

MFPS SCENARIO WRITING: Students write original works of fiction based on a problem existing in today's world. In-depth research will be conducted by each student on a problem from a list of choices provided by Future Problem Solving Program International. Students will apply problem solving techniques from generating potential problems related to their topic of choice to generating solutions as they develop and write short stories that explore sophisticated world problems through a futuristic lens. Student work will be submitted to compete in the Missouri Future Problem Solving State Competition with potential to advance to internationals.

NATIONAL HISTORY DAY: The National History Day program is an exciting way to study history and learn about issues, ideas, people and events that interest students. The 2016-17 theme is "Taking a Stand in History." National History Day allows students to present what they have learned through creative and original performances, exhibits, documentaries, papers, or web sites.

PHILOSOPHY: Students will explore changes of philosophical thought through the ages. Through Socratic Seminars, research, and evaluation of ideas, students will formulate a deeper understanding of the ideas of specific

philosophers and develop their own critical thinking skills. This unit will provide exposure to the differences and similarities in dominant strands of philosophy.

PROPAGANDA: In conjunction with the Marketing Unit, students will learn about the uses of propaganda- past and present. Students will study the effects of propaganda on a population in terms of politics, war, and other agendas, as well as how to recognize bias in the media. Students will be able to identify these techniques, and apply what they know in order to analyze and predict the effects of propaganda on current and future global issues.

PSYCHOLOGY: Students will study the field of psychology. They will learn about the structure and function of the brain and nervous system. They will select a mental health disorder to study in depth and present to the class. We will visit Fulton State Mental Hospital and learn how they help their clients and hear directly from a clients trained by the RESPECT Institute, who have received services at FMS and now participate in their outreach and education program.

RESEARCH: Students will independently choose research topics and develop relevant research questions. They will learn various expository writing strategies and organizational techniques to present research findings in a well-written and effective manner. Students will also learn how to identify and utilize primary and secondary sources, how and when to include in-text citations, and how to format a proper works cited page. Students will also learn basic and advanced Boolean search techniques to increase the speed, accuracy, and relevancy of Internet based research queries.

RIGHTS AND RESPONSIBILITIES: Students will become familiar with the Constitution and the Bill Of Rights. They will discuss each member's responsibility to society and write a position paper to explain their point of view. Student will review the responsibilities of the federal government and debate issues related to the budget deficit and national debt. Students will read and discuss the Patriot Act and will complete activities to explore its themes.

SELF DISCOVERY: Students evaluate their personalities through different assessments such as Meyers-Briggs, Multiple Intelligences, and Compass. They analyze the results by cross-referencing traits that are common across assessments. They then create a presentation "About Me" in which they create academic, social, and personal goals for the short term, long term, and lifelong. These goals are described in terms of how they might be achieved using strengths and watching out for weaknesses that the student has discovered about themselves via the personality assessments.

SOCIAL COMMENTARY and the ARTS: Students explore a broad range of social topics and artists who communicate a social message through their artwork. This knowledge base will be built through in class exploration and independent research. Students will apply this research to a variety of in class learning experiences and conduct in depth exploration into a social topic of their choice. The culmination of their work and research will be a final creative work of art or writing that communicates their opinion about the social issue they researched. This will be accompanied by an artist's statement and followed by a virtual showcase of student work.

STOCK MARKET GAME: The Stock Market Game is a ten-week investment simulation where student teams invest a fictional \$100,000 in common stock listed on the NYSE, NASDAQ and/or AMEX stock exchanges. Teams make their own decisions about buying, selling, and trading stock. Teams compete against other teams in our district, surrounding area, and throughout Missouri for the highest portfolio value using actual trading-day closing prices.

STOP MOTION VIDEO: In this unit students will explore film, character, and film-making techniques. Students will have the opportunity to design, create, and develop a central character for a film they write and produce themselves. They will apply specific technical knowledge of film like angles, shots, and lighting. Filming will be done using iPads and included software to record, edit, and publish films. This will be a very creative process that includes literacy and writing as well as technical skills related to the film-making process. Films will debuted to an authentic audience at the end of the unit.

THIS I BELIEVE: Students write a short, personal narrative relating to a topic of personal concern. This is an opportunity to investigate personal strengths and interests.

TITANIC: In this research-based unit, students will learn about the sinking of the Titanic as they apply formal research skills to creative projects. Students will demonstrate their understanding of their research by using MLA format and designing a creative project to showcase their knowledge. Research will be incorporated into projects ranging from a children's book with original writing and artwork to a play written and performed by students. The topics and projects are open ended and need only relate back to the broader topic of the sinking of the Titanic.

WORLD WATER UNIT: Students will research the role of water around the world and the fact that it is a finite resource. They will look at water use around the world and its impact on communities. Students will conduct research projects on waterborne diseases for a class "health fair" and use problem solving skills to create action plans for countries in crisis. Students will also have the opportunity to create a solution for clean water by designing inventions that could be produced and implemented in countries who struggle with access to clean water.