**Appendix: Educative Curriculum Binder Table of Contents**

**Elementary / High School,**

**2018 Professional Development Day**

**Welcome to Immersion Learning, Immersion Academics and “Great Impact”**

It is our aim that the students, faculty, staff, administrators and the Elementary / High School communities become engaged and excited, as we explore, learn and grow throughout this thrilling immersive experience.

You are receiving a binder with selected activities, articles and a general sense of the happenings that will occur during your immersive academic experience. You are encouraged to add to and customize this binder as best suits your discipline, content area, interest or educational interests. In this binder, you will find several items that will be useful prior to the immersion experience, the week of immersion event, following the week of immersion and throughout your continued educational practice. Please explore, dive deeper and use this experience to enrich your academic practice.

Binder / Flash Drive Segments Include the following sections:

* **Intro Material –** Scenario overview with standards alignment and “Great Impact” introduction.
* **Professional Development –** Selected articles are printed for you. There are numerous others in the flash drive in the “Professional Development” folder. Where applicable there are both word and PDF versions of files. During the course of the training you will encounter numerous other items that you may wish to incorporate into this section.
* **Pre-Immersion –** Here is where you will find items that need to be done prior to the start of the immersive week. In this section the options for the impact site and build up to meteor impact are presented. These will be contemplated during the professional development day. Additionally, there is a draft announcement for Day 1 of the immersion that may be optimized prior to day 1 as needed. Lastly, there is a copy of the content request form along with feedback it has generated included here.
* **Day 1 “Discovery Day” –** This section details the initial scene on the discovery day. Included here is the critical and valuable pre school chaos and excitement as well as the post school bell flow of the day. There is additionally a morning announcement template that can be used, co-opted or modified as desired by the faculty.
* **Days 2-4 –** Days 2 – 4 represent the active content delivery periods for the immersion. While there will be learning and inquiry happening during the entire week a bulk of the immersive specific content and lessons will be delivered during days 2 – 4 of the immersion week. In this segment of the binder abundant potential cross curricular lessons have been detailed and will be gone over during the professional development. While this is a numerous list it by no means represents the limit of what can be done during the week. After progressing through the professional development teachers will be able to use the skills they have gained to generate novel curriculum, optimize existing lessons or use one of the provided examples that comes with the immersion binder / flash drive. All immersion academic activities, lessons and content are free for use and may be edited, modified, cut and pasted and used at Venice faculty discretion to create the most constructive academic experience possible.
* **Day 5 “Putting it all together” –** The last day of the immersive week contains considerations for a summary experience where students are able to collaborate, express findings and view other students work and progress during the week. There are several options that can be utilized here as a means of displaying or demonstrating work to the student body. There is also a draft version of an announcement that may be used as is or modified in class with students during the immersion week. Day 5 will also include a post assessment tool generated by immersive academics. This instrument will mirror the one used during day 1 of the immersion and will be provided for use at a pre selected class period.

**\*College and Career Considerations:** Additional consideration may be given to college and career paths represented, exemplified and present leading up to or during the immersion week.

We hope that you will find this experience useful in infusing the conceptual concepts of your respective disciplines with immersive learning, and in making connections the surpass the traditional “discipline silos.” Education, at the most fundamental level, necessarily is rooted in a sociocultural experience, where students, along with the guidance of teachers, may co-construct knowledge and meaning making it personally relevant to their world.