



eDynamicLearning

— CAREER & ELECTIVE COURSES —

PACING GUIDE

8 UNIT COURSES | 18 WEEK TIMEFRAME

A weekly breakdown of course content and guide to pacing eDL courses in both blended and online learning environments.

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HOW TO USE THE BLENDED LEARNING PACING GUIDE

The *Blended Learning Pacing Guide* provides suggestions for the delivery of eDynamic Learning courses in a teacher-directed, blended learning classroom. The pacing guide establishes a timeframe and appropriate pace for delivery of the course material. The pacing guide's timeframe designates the number of weeks to teach each unit, as well as the approximate number of class periods to devote to the unit components (e.g., *Unit Introduction, Lessons, Questions, Labs, Activities, and Quizzes*).

Under each unit component, a structure for each lesson outlines ideas for delivering an impactful and research-based blended learning lesson to build the students' mastery of course content and objectives. The goal is for teachers to utilize the lesson structure in conjunction with the *Blended Learning Strategies* for the purpose of lesson planning and delivery. The diagrams on the following pages outline the structure of the *Blended Learning Pacing Guides* and how to use each part.

Weeks

The first column of the *Pacing Guide* lists 18 weeks for instruction. Identify the current week and track the course's pace using a school-year calendar.

Week	Unit	Unit Introduction & Lessons
Week 1	Unit 1	Lesson Structure Unit Introduction
Week 2		<ul style="list-style-type: none"> Present the <i>Unit Summary</i>. Share the

Unit

The second column distributes the course's units over 18 weeks and indicates the number of weeks it should take to teach each unit. Each unit corresponds to a number of weeks in the first column, so after identifying the current week of the course, look at the second column to see the unit being completed and the number of weeks allotted for its completion.

Week	Unit	Unit Introduction & Lessons
Week 1	Unit 1	Lesson Structure Unit Introduction
Week 2		<ul style="list-style-type: none"> Present the <i>Unit Summary</i>. Share the

Unit Components

The unit components are listed in columns 3–6 of the pacing guide and include the following: *Unit Introduction & Lessons, Questions, Labs, Activities, and Quizzes*. In each column, the guide recommends the number of class periods to spend on each component. The suggested pace to complete the unit components is based on a class length of 45–60 minutes.

Unit Introduction & Lessons	Questions	Labs and Activities	Unit Quiz Review & Quizzes
Lesson Structure: Unit Introduction Present the <i>Unit Summary</i> . Share the	Lesson Structure: <ul style="list-style-type: none"> Review key ideas and concepts from the lessons. Have students 	Lesson Structure: <ul style="list-style-type: none"> Activate students' prior knowledge and review vocabulary. Present the <i>Lab</i> or 	Lesson Structure: <ul style="list-style-type: none"> Review key ideas, concepts, and vocabulary from the unit. Have students complete the

Lesson Structure

The Lesson Structure provides the outline of a lesson plan featuring blended teaching and learning opportunities for each component including:

- activating prior knowledge,
- building academic language and course vocabulary,
- developing higher-order thinking skills,
- engaging students with structured interaction,
- implementing project-based learning,
- reviewing course content,
- assessing students, and
- providing feedback.

Unit Introduction & Lessons	Questions	Labs and Activities	Unit Quiz Review & Quizzes
Lesson Structure: Unit Introduction Present the <i>Unit Summary</i> . Share the	Lesson Structure: <ul style="list-style-type: none"> Review key ideas and concepts from the lessons. Have students 	Lesson Structure: <ul style="list-style-type: none"> Activate students' prior knowledge and review vocabulary. Present the <i>Lab</i> or 	Lesson Structure: <ul style="list-style-type: none"> Review key ideas, concepts, and vocabulary from the unit. Have students complete the

Midterm and Final Exam

For both the Midterm and Final Exam, there are suggestions for how to review the units being assessed. These suggestions include the amount of time to spend reviewing each unit, along with the activities, games, and mini-projects.

	Unit Review Ideas	Mini-
Week 9	Midterm Review and Midterm <ul style="list-style-type: none"> Spend approximately one class period reviewing each unit. Have students complete the unit <i>Flashcards</i>. Review key concepts from the unit using <i>Blended Learning Strategies</i>. Use students' errors from the unit Quiz to create a "Mistakes Test." Have students correct the errors. Play a review game. Have students review the <i>Text Questions</i> or the <i>Discussion Questions</i>. Another option is to have students complete a mini-project for a key unit learning objective or concept. Students may choose, or you may assign, the focus of the project and the work product students will create. Have students share their completed projects or present them to the class. Students may set up their projects at stations. Have half the class visit the project stations while the other half of the class presents their projects at their stations. Then have students switch roles. 	<ul style="list-style-type: none"> ad co blc ne rac TV ski ch mc rap exp del



TEACHER-DIRECTED, BLENDED LEARNING PACING GUIDE

General Pacing of Unit Features

- Teach one unit, every two weeks.
- Allot approximately one class period to introduce the unit and teach each lesson in the unit.
- Allot approximately one class period for students to respond to and discuss each question set in the unit.
- Allot approximately one class period for students to complete the unit Lab or Activity(ies).
- Allot one class period for *Flashcards* and *quiz review*. Allot a second class period for the unit *Quiz*.

Week	Unit	Unit Introduction & Lessons	Questions	Labs and Activities	Unit Quiz Review & Quizzes
Week 1	Unit 1	Lesson Structure: Unit Introduction	Lesson Structure:	Lesson Structure:	Lesson Structure:
Week 2		<ul style="list-style-type: none"> • Present the <i>Unit Summary</i>. 	<ul style="list-style-type: none"> • Review key ideas and concepts from the lessons. 	<ul style="list-style-type: none"> • Activate students' prior knowledge and review vocabulary. 	<ul style="list-style-type: none"> • Review key ideas, concepts, and vocabulary from the unit.
Week 3	Unit 2	<ul style="list-style-type: none"> • Share the <i>Unit Objectives</i>. 	<ul style="list-style-type: none"> • Have students respond to the <i>Text</i> or <i>Discussion Questions</i>. 	<ul style="list-style-type: none"> • Present the <i>Lab</i> or <i>Activity</i> to students or have students read the <i>Lab</i> or <i>Activity</i>. 	<ul style="list-style-type: none"> • Have students complete the <i>Flashcards</i> and/or <i>quiz review</i>.
Week 4		<ul style="list-style-type: none"> • Activate prior knowledge. 	<ul style="list-style-type: none"> • Discuss student responses. 	<ul style="list-style-type: none"> • Review the rubric. 	<ul style="list-style-type: none"> • Discuss student responses.
Week 5	Unit 3	Lesson	<ul style="list-style-type: none"> • Utilize <i>Blended Learning Strategies</i> to engage students in the discussion. 	<ul style="list-style-type: none"> • If applicable, group students for cooperative work. 	<ul style="list-style-type: none"> • Utilize <i>Blended Learning Strategies</i> to review.
Week 6		<ul style="list-style-type: none"> • Present the lesson content. Have students read the lesson and/or listen to the podcast. 	<ul style="list-style-type: none"> • Provide feedback to students. 	<ul style="list-style-type: none"> • Support students through questioning and prompting. 	<ul style="list-style-type: none"> • Provide feedback to students.
Week 7	Unit 4	<ul style="list-style-type: none"> • Engage students with <i>Blended Learning Strategies</i>. 		<ul style="list-style-type: none"> • Provide feedback to students. 	<ul style="list-style-type: none"> • Optional: Play a unit review game.
Week 8				<ul style="list-style-type: none"> • Have students present their work products. 	<ul style="list-style-type: none"> • Administer the unit <i>Quiz</i>.
				<ul style="list-style-type: none"> • Assess student learning. 	<ul style="list-style-type: none"> • Review the answers with students.
					<ul style="list-style-type: none"> • Clarify students' mistakes and misconceptions.
					<ul style="list-style-type: none"> • Assess student learning and reflect on instruction.
Week 9	Midterm Review and Midterm	Midterm Review Ideas <ul style="list-style-type: none"> • Spend approximately one class period reviewing each unit. • Have students complete the unit <i>Flashcards</i>. • Review key concepts from the unit using <i>Blended Learning Strategies</i>. • Use students' errors from the unit <i>Quiz</i> to create a "Mistakes Test." Have students correct the errors. • Play a review game. • Have students review the <i>Text Questions</i> or the <i>Discussion Questions</i>. • Another option is to have students complete a mini-project for a key unit learning objective or concept. Students may choose, or you may assign, the focus of the project and the work product students will create. Have students share their completed projects or present them to the class. Students may set up their projects at stations. Have half the class visit the project stations while the other half of the class presents their projects at their stations. Then have students switch roles. 			Mini-projects may include: <ul style="list-style-type: none"> • advertisement • comic strip • blog post or journal entry • newspaper story, radio announcement, TV program, or video • skit, play, or tableaux • chart, diagram, or timeline • model or clay sculpture • rap, song, or poem • experiment • debate



Week	Unit	Unit Introduction & Lessons	Questions	Labs and Activities	Unit Quiz Review & Quizzes
Week 10	Unit 5	Lesson Structure: Unit Introduction	Lesson Structure:	Lesson Structure:	Lesson Structure:
Week 11		<ul style="list-style-type: none"> Present the <i>Unit Summary</i>. Share the <i>Unit Objectives</i>. 	<ul style="list-style-type: none"> Review key ideas and concepts from the lessons. Have students respond to the <i>Text</i> or <i>Discussion Questions</i>. 	<ul style="list-style-type: none"> Activate students' prior knowledge and review vocabulary. Present the <i>Lab</i> or <i>Activity</i> to students or have students read the <i>Lab</i> or <i>Activity</i>. 	<ul style="list-style-type: none"> Review key ideas, concepts, and vocabulary from the unit. Have students complete the <i>Flashcards</i> and/or <i>quiz review</i>.
Week 12	Unit 6	<ul style="list-style-type: none"> Activate prior knowledge. Introduce <i>Course Vocabulary</i>. 	<ul style="list-style-type: none"> Discuss student responses. Utilize <i>Blended Learning Strategies</i> to engage students in the discussion. 	<ul style="list-style-type: none"> Review the rubric. If applicable, group students for cooperative work. 	<ul style="list-style-type: none"> Discuss student responses. Utilize <i>Blended Learning Strategies</i> to review.
Week 13		Lesson	<ul style="list-style-type: none"> Present the lesson content. Have students read the lesson and/or listen to the podcast. 	<ul style="list-style-type: none"> Provide feedback to students. 	<ul style="list-style-type: none"> Support students through questioning and prompting. Provide feedback to students.
Week 14	Unit 7	<ul style="list-style-type: none"> Engage students with <i>Blended Learning Strategies</i>. 		<ul style="list-style-type: none"> Provide feedback to students. Have students present their work products. 	<ul style="list-style-type: none"> Administer the unit <i>Quiz</i>. Review the answers with students.
Week 15		<ul style="list-style-type: none"> Engage students with <i>Blended Learning Strategies</i>. 		<ul style="list-style-type: none"> Assess student learning. 	
Week 16	Unit 8				
Week 17					
Week 18	Final Exam Review and Final Exam	Final Exam Review Ideas <ul style="list-style-type: none"> Spend approximately one class period reviewing each unit. Review key concepts from the unit using <i>Blended Learning Strategies</i>. Have students complete the unit <i>Flashcards</i>. Use students' errors from the unit <i>Quiz</i> to create a "Mistakes Test." Have students correct the errors. Play a review game. Have students review the <i>Text Questions</i> or the <i>Discussion Questions</i>. Another option is to have students complete a mini-project for a key unit learning objective or concept. Students may choose, or you may assign, the focus of the project and the work product students will create. Have students share their completed projects or present them to the class. Students may set up their projects at stations. Have half the class visit the project stations while the other half of the class presents their projects at their stations. Then have students switch roles. 			Mini-projects may include: <ul style="list-style-type: none"> advertisement comic strip blog post or journal entry newspaper story, radio announcement, TV program, or video skit, play, or tableaux chart, diagram, or timeline model or clay sculpture rap, song, or poem experiment debate



HOW TO USE THE ONLINE LEARNING PACING GUIDE

The *Online Learning Pacing Guide* provides suggestions for the delivery of eDynamic Learning courses in a student-directed, teacher-facilitated online classroom. The pacing guide establishes a timeframe and suggests a pace to follow, including the number of weeks that students will require to learn each unit and the approximate number of study sessions that they should devote to the unit components (e.g., the *Unit Introduction and Lessons, Questions, Labs, Activities, and Quizzes*).

The Student Online Learning Tips provided for the unit components will help students maximize their learning while building their mastery of course content and objectives. The goal is for students to use the learning tips to successfully complete the *Lessons, Questions, Labs, and Activities* on their way to achieving the course objectives. The diagrams on the following pages outline the structure of the *Online Learning Pacing Guides* and how to use each part.

Weeks

The first column of the *Pacing Guide* lists 18 weeks for instruction. Identify the current week for the course and track the course's pace using a calendar.

Week	Unit	Unit Introduction & Lessons
Week 1	Unit 1	Student Online Learning Tips: Unit Introduction • Read the <i>Unit Summary</i> and the <i>Unit Objectives</i> . • Think about or brainstorm...

Unit

The second column distributes the course's units over 18 weeks and indicates the number of weeks it should take to learn each unit. Each unit corresponds to a number of weeks in the first column, so after identifying the current week of the course, look at the second column to see the unit being completed and the number of weeks allotted for its completion.

Week	Unit	Unit Introduction & Lessons
Week 1	Unit 1	Student Online Learning Tips: Unit Introduction • Read the <i>Unit Summary</i> and the <i>Unit Objectives</i> . • Think about or brainstorm...

Unit Components

The unit components are listed in columns 3–6 of the *Pacing Guide* and include the following: *Unit Introduction & Lessons, Questions, Labs, Activities, and Quizzes*. In each column, the guide recommends the number of study sessions to dedicate to each component. These recommendations are based on study sessions of 45–60 minutes.

Unit Introduction & Lessons	Questions	Labs and Activities	Unit Quiz Review & Quizzes
Student Online Learning Tips: Unit Introduction Read the <i>Unit Summary</i> and the <i>Unit Objectives</i> . Think about or brainstorm...	Student Online Learning Tips: • Review key ideas and concepts from the lessons. • Respond to the...	Student Online Learning Tips: • Think about what you know about the topic and review vocabulary. • Read the <i>Lab or Activity</i> ...	Student Online Learning Tips: • Review key ideas, concepts, and vocabulary from the unit. • Complete the <i>Flashcards</i> ...

Lesson Structure

The Student Online Learning Tips help students to successfully complete the unit components and achieve the unit objectives and Tips include:

- ways to build academic vocabulary
- reading strategies
- use of online discussion or chat features to collaborate and get support
- steps to engage in blended project-based learning
- what to do when stuck
- how to reflect and use teacher feedback
- ways to review and study for unit quizzes

Unit Introduction & Lessons	Questions	Labs and Activities	Unit Quiz Review & Quizzes
Student Online Learning Tips: Unit Introduction • Read the <i>Unit Summary</i> and the <i>Unit Objectives</i> . • Think about or brainstorm...	Student Online Learning Tips: • Review key ideas and concepts from the lessons. • Respond to the...	Student Online Learning Tips: • Think about what you know about the topic and review vocabulary. • Read the <i>Lab or Activity</i> ...	Student Online Learning Tips: • Review key ideas, concepts, and vocabulary from the unit. • Complete the <i>Flashcards</i> ...

Midterm and Final Exam

For both the Midterm and Final Exam, there are suggestions for how to review the units being tested. These suggestions include the amount of time to spend reviewing each unit, along with the activities, games, and mini-projects.

Midterm Review and Midterm	<p>Midterm Review Ideas</p> <ul style="list-style-type: none"> • Spend approximately one study session reviewing each unit. • Review key concepts from the unit. • Review the <i>Text Questions</i> or the <i>Discussion Questions</i>. • Complete the <i>Flashcards</i> for each unit. • Correct your errors made in the unit <i>Quizzes</i>. • Play a review game. Try playing "Paper-Wad Ball." Quiz yourself using flashcards. For each question that you get correct, you earn an opportunity to shoot a wadded-up piece of scrap paper into a wastepaper basket, box, or small bowl. Keep score to see how many baskets you make. • Another option is to complete a mini-project for a key unit learning objective or concept. Choose key idea(s) or concept(s) from the unit. If possible, share the project online with classmates. 	Min ac cc bl ne ar pr sk cf m ra ex de
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STUDENT-DIRECTED, ONLINE LEARNING PACING GUIDE

General Pacing of Unit Features

- Learn one unit, every two weeks.
- Allot approximately one study session to learn each lesson in the unit.
- Allot approximately one study session to respond to and discuss each question set in the unit.
- Allot approximately one study session to complete the unit *Lab* or *Activity(ies)*.
- Allot one study session for *Flashcards* and *quiz review*. Allot a second study session for the unit *Quiz*.

Week	Unit	Unit Introduction & Lessons	Questions	Labs and Activities	Unit Quiz Review & Quizzes
Week 1	Unit 1	Student Online Learning Tips: Unit Introduction <ul style="list-style-type: none"> • Read the <i>Unit Summary</i> and the <i>Unit Objectives</i>. • Think about or brainstorm what you know about the topic. 	Student Online Learning Tips: <ul style="list-style-type: none"> • Review key ideas and concepts from the lessons. • Respond to the <i>Text</i> or <i>Discussion Questions</i>. • Refer to the lessons and text to help answer the questions. 	Student Online Learning Tips: <ul style="list-style-type: none"> • Think about what you know about the topic and review vocabulary. • Read the <i>Lab</i> or <i>Activity</i>. • Review the rubric. • Collaborate with other students online. 	Student Online Learning Tips: <ul style="list-style-type: none"> • Review key ideas, concepts, and vocabulary from the unit. • Complete the <i>Flashcards</i> and/or <i>quiz review</i>. • Start an online discussion or chat about the questions.
Week 2		<ul style="list-style-type: none"> • Study the <i>Course Vocabulary</i>. 			
Week 3	Unit 2	Lesson <ul style="list-style-type: none"> • Before reading the lesson, scan it. Predict what the lesson is about. 	<ul style="list-style-type: none"> • Start an online discussion or chat about the questions. 	<ul style="list-style-type: none"> • Ask for help when you need it. Clarify the hard parts. 	<ul style="list-style-type: none"> • Try playing a unit review game. Quiz yourself with flashcards or play a vocabulary memory game.
Week 4		<ul style="list-style-type: none"> • Read the lesson and/or listen to the podcast. 			
Week 5	Unit 3	<ul style="list-style-type: none"> • Take notes on the lesson or annotate the text. • As you read or listen to the lesson, visualize the content by forming a picture in your mind. 	<ul style="list-style-type: none"> • Review and reflect on teacher feedback. 	<ul style="list-style-type: none"> • When the <i>Lab</i> or <i>Activity</i> is completed, use the rubric to self-assess your work. 	<ul style="list-style-type: none"> • Review the answers to the unit <i>Quiz</i>. • Clarify your misconceptions and mistakes.
Week 6		<ul style="list-style-type: none"> • Monitor your understanding of the lesson by asking yourself questions. Or after each section of text, stop to summarize it. 			
Week 7	Unit 4	<ul style="list-style-type: none"> • Determine the most important ideas from the lesson. 	<ul style="list-style-type: none"> • Review and reflect on teacher feedback. 	<ul style="list-style-type: none"> • Review and reflect on teacher feedback. 	<ul style="list-style-type: none"> • Self-assess and reflect on your learning.
Week 8		<ul style="list-style-type: none"> • Ask for help when you need it. 			



Week	Unit	Unit Introduction & Lessons	Questions	Labs and Activities	Unit Quiz Review & Quizzes
Week 9	Midterm Review and Midterm	<p>Midterm Review Ideas</p> <ul style="list-style-type: none"> • Spend approximately one study session reviewing each unit. • Review key concepts from the unit. • Review the <i>Text Questions</i> or the <i>Discussion Questions</i>. • Complete the <i>Flashcards</i> for each unit. • Correct your errors made in the unit <i>Quizzes</i>. • Play a review game. Try playing “Paper-Wad Ball.” Quiz yourself using flashcards. For each question that you get correct, you earn an opportunity to shoot a wadded-up piece of scrap paper into a wastepaper basket, box, or small bowl. Keep score to see how many baskets you make. • Another option is to complete a mini-project for a key unit learning objective or concept. Choose key idea(s) or concept(s) from the unit. If possible, share the project online with classmates. 			<p>Mini-projects may include:</p> <ul style="list-style-type: none"> • advertisement • comic strip • blog post or journal entry • newspaper story, radio announcement, TV program, or video • skit, play, or tableaux • chart, diagram, or timeline • model or clay sculpture • rap, song, or poem • experiment • debate
Week 10	Unit 5	<p>Student Online Learning Tips:</p> <p>Unit Introduction</p> <ul style="list-style-type: none"> • Read the <i>Unit Summary</i> and the <i>Unit Objectives</i>. • Think about or brainstorm what you know about the topic. • Study the <i>Course Vocabulary</i>. 	<p>Student Online Learning Tips:</p> <ul style="list-style-type: none"> • Review key ideas and concepts from the lessons. • Respond to the <i>Text</i> or <i>Discussion Questions</i>. 	<p>Student Online Learning Tips:</p> <ul style="list-style-type: none"> • Think about what you know about the topic and review vocabulary. • Read the <i>Lab</i> or <i>Activity</i>. • Review the rubric. 	<p>Student Online Learning Tips:</p> <ul style="list-style-type: none"> • Review key ideas, concepts, and vocabulary from the unit. • Complete the <i>Flashcards</i> and/or <i>quiz review</i>. • Start an online discussion or chat about the questions.
Week 11		<p>Lesson</p> <ul style="list-style-type: none"> • Before reading the lesson, scan it. Predict what the lesson is about. • Read the lesson and/or listen to the podcast. • Take notes on the lesson or annotate the text. • As you read or listen to the lesson, visualize the content by forming a picture in your mind. 	<ul style="list-style-type: none"> • Refer to the lessons and text to help answer the questions. • Start an online discussion or chat about the questions. 	<ul style="list-style-type: none"> • Collaborate with other students online. • Start an online discussion or chat about the <i>Lab</i> or <i>Activity</i>. 	<ul style="list-style-type: none"> • Review and reflect on teacher feedback. • Try playing a unit review game. Quiz yourself with flashcards or play a vocabulary memory game.
Week 12	Unit 6	<ul style="list-style-type: none"> • Monitor your understanding of the lesson by asking yourself questions. Or after each section of text, stop to summarize it. 	<ul style="list-style-type: none"> • Review and reflect on teacher feedback. 	<ul style="list-style-type: none"> • Ask for help when you need it. Clarify the hard parts. 	<ul style="list-style-type: none"> • Take the unit <i>Quiz</i>. • Review the answers to the unit <i>Quiz</i>.
Week 13		<ul style="list-style-type: none"> • Determine the most important ideas from the lesson. • Ask for help when you need it. 		<ul style="list-style-type: none"> • If you get stuck, revisit the rubric and the goals of the <i>Lab</i> or <i>Activity</i>. Write a list of smaller tasks or goals that are needed in order to complete the <i>Lab</i> or <i>Activity</i>. 	<ul style="list-style-type: none"> • Clarify your misconceptions and mistakes.
Week 14	Unit 7	<ul style="list-style-type: none"> • Re-read and clarify the hard parts when you don’t understand, don’t follow the text, or don’t know what a word means. 		<ul style="list-style-type: none"> • When the <i>Lab</i> or <i>Activity</i> is completed, use the rubric to self-assess your work. 	<ul style="list-style-type: none"> • Self-assess and reflect on your learning.
Week 15				<ul style="list-style-type: none"> • Review and reflect on teacher feedback. 	
Week 16	Unit 8				
Week 17					



Week	Unit	Unit Introduction & Lessons	Questions	Labs and Activities	Unit Quiz Review & Quizzes
Week 18	Final Exam Review and Final Exam	<p>Final Exam Review Ideas</p> <ul style="list-style-type: none">• Spend approximately one study session reviewing each unit.• Review key concepts from the unit.• Review the <i>Text Questions</i> or the <i>Discussion Questions</i>.• Complete the <i>Flashcards</i> for each unit.• Correct your errors made in the unit <i>Quizzes</i>.• Play a review game. Try playing “Paper-Wad Ball.” Quiz yourself using flashcards. For each question that you get correct, you earn an opportunity to shoot a wadded-up piece of scrap paper into a wastepaper basket, box, or small bowl. Keep score to see how many baskets you make.• Another option is to complete a mini-project for a key unit learning objective or concept. Choose key idea(s) or concept(s) from the unit. If possible, share the project online with classmates.			<p>Mini-projects may include:</p> <ul style="list-style-type: none">• advertisement• comic strip• blog post or journal entry• newspaper story, radio announcement, TV program, or video• skit, play, or tableaux• chart, diagram, or timeline• model or clay sculpture• rap, song, or poem• experiment• debate