

## Learning Contracts & Menus (Secondary)

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### Contracts

- Empower students through CHOICE while ensuring adherence to important LEARNING GOALS
- Take a number of forms that begin with an agreement between student and teacher.
- Typically offer choices in response to varied interests and learning profile, but can also be tiered for readiness.

In general, the teacher grants certain freedoms and choices about how a student will complete tasks, and the student agrees to use the freedoms appropriately in designing and completing work according to specifications.

### CONTRACTS

- An agreement between teacher and student (and sometimes, parents)
- Teacher provides choices and freedom to work
- Student agrees to complete work to teacher's and student's satisfaction
- Promote independent learning skills and responsibility
- Encourage further exploration of topic
- Individual or group
- Can free up teacher time
- Format can transfer to many subjects

### CONTRACT DOS

- Start small (1-2 day contracts)
- Explain role and function of contracts
- Negotiate with students when possible
- Help set realistic deadlines
- Renegotiate if necessary
- Get student feedback and input for future contracts

### CONTRACT DON'TS

- Expect all students to be able to handle contracts immediately
- Expect all students to like contracts
- Assume contracts can take the place of all instruction and/or teacher involvement with student(s)
- Use contracts without a good management system in place

### What are Learning Menus?

- Learning menus are similar to contracts in that they outline a variety of instructional options targeted toward important learning goals.
- Students are able to select the choices which most appeal to them.
- The teacher directs the menu process, but the student is given control over his/her choice of options, order of completion, etc.

#### Menu Planner Template

Menu: \_\_\_\_\_

**Due: All items in the main dish and the specified number of side dishes must be complete by the due date. You may select among the side dishes and you may decide to do something of the dessert items, as well.**

**Main Dish (*Complete all*)**

**Side Dish (*select \_\_\_\_\_*)**

**Dessert (*Optional*)**

**AGENDAS are similar to MENU, but use the terms *Imperatives, Negotiables, and Options***

#### **ANOTHER KIND of CONTRACT: THINK TAC TOE:**

Complete a row, column or diagonal line of activities OR PICK ONE FROM EACH ROW (COLUMN).

*All options can be differentiated according to interest, learning profile, or readiness*


## SOCIAL STUDIES

### Civil War –Choose one from each row.

Geographic	Create series of 5 state maps, which include a key illustrating MAJOR events of the war.	Make relief map of US with places of historical & geographical significance before, during, or after Civil War.	Create map showing South and its territory at greatest size as result of victories in key battles
Economic	Create collage illustrating economic conditions of North & South – both rich/poor.	Generate alternative economic system enabling South to have viable economy w/o slavery.	Create bar graph reflecting data-base portraying the costs of war for North and South.
Cultural	Imagine conversation btw Adams & Jefferson and turn it into a radio play as they “look down on” Civil War.	Write a poem or song conveying the feeling of a slave who has just been freed.	Locate 2 popular songs and 1 slave song. Prepare an audio collage and exhibit card explaining how life & times reflected.
Ethics	Prepare Jeff Davis’ response to Lincoln when he refused command of Union forces & assumed pres. of Confederacy.	Write 1 letter from 5 thoughtful southern people which comprises their responses to the Gettysburg address.	Act out trial: Lincoln accused of usurping states’ rights. Include Magna Carta, Dec. of Indep., and Constitution in your arguments.

### Ancient Civilizations –Charles Kyle & Kathy Reed \* Illinois – Choose one from each row

As an ancient mapmaker, you are commissioned to create a map of your land including all natural land forms, a compass rose and a scale. Also find examples of each land form in a modern civilization.	Imagine that you are an ancient citizen who awakens to discover that all water has evaporated. Explain in detail how this would alter your way of life. Also, do this for the town where you live.	Assume you are persuading others to visit your ancient civilization. Design a descriptive, accurate travel brochure. Include both natural and man-made elements that would attract tourists.
You are an ancient scribe. Write and illustrate a thorough description of a famous character from each time period being studied. Profile yourself also.	Assume the identity of a famous person from the given time period. Create a journal entry reflecting the ideas, values, and components of daily life for that person & you.	You are a famous sculptor. Create a 3D representation of a well-known leader, god, goddess, or common citizen. Include a museum exhibit card.
Written language is an essential part of everyday life. Your task is to create an alphabet. Include a translation into modern English, a written description of the language development a & a 3D artifact of the new language.	Recreate in 3D form a famous work of architecture from your time period. Compare and contrast this piece to one piece of modern day architecture. Find one example of this architecture’s presence in modern day society.	Find a way to explain and show the importance of music and the arts to your culture. Also show at least 2 examples with roots in our time.

**EXPLORATION LEARNING CONTRACT;** Katy Morris, Charlottesville, VA

Directions: Choose and complete one activity from each row to help you and others think about explorers

Write a persuasive letter to Spain as if you are Christopher Columbus. Present reasons why his exploration to the Indies should be funded	Write a protest speech as if you are a Native American explaining to Spanish explorers (i.e. Columbus and Ponce de Leon) why you do not agree with their expeditions to your land.	Write a journal entry as if you are Jacques Cartier. Describe the events of your explorations to Canada and why you think these are important. Remember, people in the future may read these journal entries to learn about who Jacques Cartier was and what he did.
Create a map detailing the route each of our explorers took as they traveled around the world. Use pictures and words to describe the important areas on your map	Create a photo album as if you are a settler traveling with Christopher Newport. Include illustrations and captions to tell your family in England what you have seen on your journey and why that is important	Create a news program telling the people at home what you have found while exploring and how this will be important for them.
Work with a partner to edit and publish your creative writing from the first group of choices	Interview a partner to find out which "mystery" explorer they are. Include accomplishments your explorer made	Work with a partner to write a newspaper article as if you are an explorer's home country and describe how the exploration affects your country.

**ASCD VIDEO HANDOUT 8 (Cindy's note: WATCH OUT - THIS IS A COMPLICATED ONE! It's clearly not the first time this teacher has tried a contract.)**

**TIERED Learning Contract: The Holocaust****Know**

- Who the victims of the Holocaust were. What happened during the Holocaust. When and where the Holocaust occurred. Other examples of prejudice in history.
- Why Hitler targeted mainly Jews.

**Understand**

- Spreading knowledge of the Holocaust can bring about change.
- Prejudice can have disastrous effects.

**Be able to**

- Describe events that happened during the Holocaust.
- Define prejudice.
- Create a graph or time line that presents critical events from World War II and the Holocaust.
- Compare and contrast the prejudice faced by Jews and by other groups at other times.
- Apply knowledge of *Daniel's Story*.
- Describe what it was like to live during the Holocaust.

### Working Guidelines for Learning Contracts

- Stay on task at all times with the activities you have chosen.
- Work on the chosen activities only after the required reading or lesson for the day has been completed.
- Work quietly so that you do not disturb others.
- When you need help and the teacher is busy, quietly ask someone else who is working on the same activity.
- If a classmate cannot answer your question, write down your question to ask later and begin working on another activity.
- If you must go out of the room, do so silently.
- If you must work in another location, stay on task there, and continue following the contract rules.
- If the teacher is conferencing with another student, do not interrupt unless you have an emergency.

I agree to the above conditions. I understand that if I do not follow them, I may lose the opportunity to continue with this independent contract.

Student's signature

Date

### On grade Level

Directions:

- Complete five activities from the following list by the end of class on February 12. You must complete Task 1 and Task 2, choosing to do either A or B. Choose three other assignments to complete from Tasks 3-6.
- You may use the following resources to help you: history, English, and math textbooks; library books; Internet; encyclopedias; and *Daniel's Story*.

#### Task 1: Choose A or B

- A. You have only a brief time to interview a Holocaust survivor in order to understand the experiences he or she had during the Holocaust. Write the five questions most likely to help you fully understand the survivor's experiences. Write, tape record, or illustrate (with captions) the answers you believe the Holocaust survivor would give you.
- B. You are a teenager living through the Holocaust. Write at least three diary entries describing typical experiences in a ghetto or concentration camp. Be sure your entries are complete enough for readers to understand what is happening to you and what you're feeling. Include what you see, hear, do, and so on.

#### Task 2: Choose A or B

- A. Write an acrostic poem for PREJUDICE based on a worthy definition of prejudice. Write at least two poems that illustrate how prejudice was experienced by two of the following groups here in the United States: African Americans, Chinese immigrants, Native Americans, and Japanese Americans.
- B. Compare and contrast the prejudice Jews faced during the Holocaust and the prejudice two of the following groups have faced here in the United States: African Americans, Chinese immigrants, Native Americans, and Japanese Americans. Use the Venn diagram on page 5 to get started. Then write a powerful paragraph that shows your conclusions.

**Choose three other tasks from the following:**

**Task 3**

Draw a time line and place on it at least 10 major events surrounding the Holocaust and World War II. Use sketches or icons for each event. Explain why you selected each event, including a brief explanation of the event and a brief explanation of why you consider the event to be particularly important. (Your history text will help with information and give examples for this.)

**Task 4**

Choose a scene from *Daniel's Story* to illustrate. Write a paragraph describing this scene. Make sure your words and thoughts are as powerful as the event.

**Task 5**

Describe what you think is happening in the picture on page 4. What do the expressions of the people and the way they are dressed tell you about what is happening? Be a good "picture detective" and use as many details as you can see to help you unravel and explain the meaning of the picture.

**Task 6**

Research an aspect of the Holocaust that you would like to know more about (e.g., Hitler's life, the Nuremberg trials, Anne Frank, and so on). Prepare a handout to give to the class that includes 10—15 facts you learned from your research and important understandings we should gain from knowing those facts. Be sure to cite your sources of information.

**Task 7**

Create a visual aid containing five or more important understandings you've learned about the Holocaust. Remember, these should be understandings, big ideas, or insights, not just facts. (May be hand-drawn or completed on the computer.)

***I have chosen Tasks*** \_\_\_\_\_ ***, and*** \_\_\_\_\_ ***to complete.***  
***Student's signature*** \_\_\_\_\_ ***Date*** \_\_\_\_\_  
***Teacher's signature*** \_\_\_\_\_

**Above Grade Level**

Directions:

- Complete five activities from the following list by the end of class on February 12. You must complete Task 1 and Task 2, choosing to do either A or B. Choose three other assignments to complete from Tasks 3-6.
- You may use the following resources to help you: history, English, and math textbooks; library books; Internet; encyclopedias; and *Daniel's Story*.

**Task 1: Choose A or B**

A. You have just interviewed a Holocaust survivor about what life was like during the Holocaust and how this experience has affected the survivor's life in the decades since then. Write a full-length feature article for the local newspaper in which you tell what you learned from your interview.

.B. You are a teenager living through the Holocaust. You have decided to write a series of letters that you plan to bury, in hopes that someone will find these letters if you don't survive. Your goal is to describe what you have experienced in order to provide documentation that the Holocaust did take place.

**Task 2: Choose A or B**

A. Write a poem based on a worthy definition of *prejudice*. Be sure to use appropriate literary devices (e.g., simile, metaphor, imagery, or other poetic element). Write a conversation poem between two vic-tims of prejudice — one from the Holocaust and one a person who has experienced sustained prejudice in this country. Be sure the poem highlights the similarities and differences of their experiences. Use poetic devices to help us have a sense of the power of those experiences.

B. Write an essay in which you compare or contrast the prejudice Jews faced during the Holocaust and the prejudice each of the following groups have faced here in the United States: African Americans, Chinese immigrants, Native Americans, and Japanese Americans. It is unlikely to do this well in an essay that is brief.

**Choose three other tasks from the following:****Task 3**

Create a newspaper-style graph (e.g., bar; line, or pie) that shows the estimated death tolls of the various groups of the Holocaust compared with the number of people who die in plane crashes worldwide each year. Be sure to cite your sources of information.

**Task 4**

Write and present a one-act play based on a scene from *Daniel's Story*. Your presentation must be in character and you may not use a narrator.

**Task 5**

Interpret one of the political cartoons on page 4. What message is the cartoonist trying to get across? Identify and explain who the different characters represent. Use research sources to find and interpret at least three other cartoons that make a powerful statement about prejudice. Be sure to share all four car-toons with us in an attractive way including your statements of interpretation.

**Task 6**

Research an aspect of the Holocaust that you would like to know more about (e.g., Hitler's life, the Nuremberg trials, Anne Frank, and so on). Prepare a visual to share with the class that includes informa-tion, pictures, and important understandings you have derived from your research. Be sure to document your sources of information.

**Task 7**

Create a PowerPoint presentation containing five or more important understandings you have gained from your study of the Holocaust. Find a quotation (from *Bartlett's Familiar Quotations* or a similar source) that supports each of your understandings.

***I have chosen Tasks  
Student's signature  
Teacher's signature***

***, and  
Date  
to complete.***

*Source: Jennifer Johnson, reading, writing, and history teacher, Amherst Middle School, Amherst, VA. Used with permission.*

## ELA

## TIERED Poetry Contract A

<u>Creating a Rhyming Wheel</u> Use your spelling lists as a way to get started.	<u>Use Your Rhyming Wheel</u> to write a poem that sounds like Shel Silverstein might have written it.	<u>Write An Acrostic Poem</u> Be sure it includes alliteration.
<u>Write</u> A cinquain (check with another cinquain writer to make sure you got the pattern right.)	<u>Computer Art</u> Use kid pix or other clip art to illustrate a simile, metaphor, or analogy on our class list, or ones you create.	<u>Write About You</u> Use good descriptive words in a poem that helps us know and understand something important about you.
<u>Interpret</u> "How to Eat A Poem."	<u>Research a Famous Person</u> Take notes. Write a cleriheh that uses what you learned. (It can have more than one stanza.)	<u>Illustrate a Poem</u> Find a poem we've read that you like, or one on your own. <u>Illustrate</u> it. <u>Write</u> about why you illustrated it as you did.
Student Choice #1	Student Choice #2	Student Choice #3

## Poetry Contract B

<u>Creating a Rhyming Wheel</u> Use your spelling lists as a way to get started.	<u>Use Your Rhyming Wheel</u> to write a poem about something that makes you laugh.	<u>Write An Acrostic Poem</u> Be sure it includes alliteration and onomatopoeia.
<u>Write</u> A diamonte (check with another diamonte writer to make sure you got the pattern)	<u>Computer Art</u> Use kid pix or other clip art to illustrate a simile, metaphor, and analogy you create	<u>Write About You</u> Use good descriptive figurative languages, and images to write a poem that helps us understand something important about you
<u>Interpret</u> "Unfolding Bud."	<u>Research a Famous Person</u> Take notes. Write a bio-poem that uses what you learned	<u>Illustrate a Poem</u> Find a poem you like that we have not read in class. <u>Illustrate</u> the poem in a way that helps the reader understand its meaning. <u>Write</u> about why you illustrated it as you did.
Student Choice #1	Student Choice #2	Student Choice #3

### TIERED Figurative Language Contract

Choose any activities about figurative language that will equal at least 20 points. Attach your work to the contract and store in the contract file until complete

Developed by Tana Malm (Sweet Briar College) and Beth Wood (Amherst County Schools),  
2002 Directions

Version A

<p>4 points Create a Venn diagram that compares you to a tall tale hero. Find at least 4 similarities and 4 differences</p>	<p>5 points Write an exaggerated tale about yourself (one page). Underline the exaggerations. Include one idiom, one metaphor, and one simile. Underline and label each.</p>	<p>5 points Write a skit in which 3 tall tale heroes meet and share an adventure. Use their true character traits when you plan and write the skit.</p>
<p>4 points Create your own "idiom dictionary" using at least 10 examples.</p>	<p>3 points Classify 5 figurative language examples. Use trade books, novels, anthologies, or textbooks in the reading center or generate your own. (If you use someone else's, be sure to give credit.)</p>	<p>5 points Identify and explain at least 5 main ingredients that make a good tall tale. Choose examples from the tall tales we have read to support your opinion.</p>
<p>2 points Explain the difference between metaphors and similes. Give 3 examples of each. Which do you think is easier for writers to construct? Why do you say so?</p>	<p>3 points Write a short dialogue between 2 people in which 1 person becomes confused over an idiom. Make it clear why they got confused and be sure the other person clears up the confusion.</p>	<p>3 points Give an example of a book, movie, television show, or real life example, in which figurative language has been used. Explain the figurative language used and tell if you think it made a difference in how you reacted to that part of the story.</p>

**Version B**

<p>5 points</p> <p>Write 2 examples of each:</p> <ul style="list-style-type: none"> <li>• Simile</li> <li>• Metaphor</li> <li>• Exaggeration</li> <li>• Idiom</li> </ul> <p>Use your notes or any books from the reading center.</p>	<p>2 points</p> <p>Identify 2 ingredients a story must have to qualify as a “tall tale”. Be on the “Tall Tale Police Force” and find those 2 ingredients in one of the tall tales we have read.</p>	<p>5 points</p> <p>Act out a hero we have read about using 1 idiom or 1 exaggeration. Have a partner guess which hero you are and the meaning of the figurative language you used. Write a paragraph describing what happens.</p>
<p>4 points</p> <p>Complete the “Idiom cut and Paste” activity and choose at least 3 to illustrate. You may use colored paper and markers to present your work.</p>	<p>4 points</p> <p>Choose a tall tale hero we have read about. In 1 paragraph describe the hero using as much detail as you can. In another paragraph share examples of figurative language that affected your choice of hero.</p>	<p>2 points</p> <p>Explain exaggeration and give 2 examples from one or more of the tall tales we have read. Be sure to tell which tall tale it is and include the chapter and page number of each example.</p>
<p>3 points</p> <p>Write the beginning paragraph of a tall tale about yourself. Include 2 exaggerations about yourself, 1 simile, and 1 metaphor.</p>	<p>4 points</p> <p>Use the “idiom Meanings” activity sheet. Match each idiom with its correct meaning. On the bottom of the page, write a short paragraph using at least 2 of the idioms.</p>	<p>3 points</p> <p>Give an example of a book, movie, television show, or real life example, in which figurative language has been used. Use the cause and effect graphic organizer to show why you think the language was important.</p>

**TIERED Novel Think Tac-Toe Version A**

Directions: Select and complete one activity from each horizontal row to help you and others think about your novel. Remember to make your work thoughtful, original, rich with detail, and accurate.

<p>Create a pair of collages that compares you and a character in the book. Compare and contrast physical and personality traits. Label your collages so viewers understand your thinking.</p>	<p>Write a bio-poem about yourself and another about a main character in the book so your readers see how you and the character are alike and different. Be sure to include the most important traits in each poem.</p>	<p>Write a recipe or set of directions for how you would solve a problem and another for how a main character in the book would solve a problem. Your list should help us know you and the character.</p>
<p>Draw/paint and write a greeting card that invites us into the scenery and mood of an important part of the book. Be sure the verse helps us understand what is important in the scene and why.</p>	<p>Make a model or a map of a key place in your life, and an important one in the novel. Find a way to help viewers understand both what the places are like and why they are important in your life and the characters’.</p>	<p>Make 2 timelines. The first should illustrate and describe a least 6-8 shifts in settings in the book. The second should explain and illustrate how the mood changes with the change in setting.</p>

Using books of proverbs and/on quotations, find at least 6-8 that you feel reflect what's important about the novel's theme. Find at least 6-8 that do the same for your life. Display them and explain your choices.	Interview a key character from the book to find out what lessons he/she thinks we should learn from events in the book. Use a <u>Parade</u> magazine for material. Be sure the interview is thorough.	Find several songs you think reflect an important message from the book. Prepare an audio collage. Write an exhibit card that helps your listener understand how you think these songs express the book's meaning.
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### **Novel Think Tac-Toe Version B**

Directions: Select and complete one activity from each horizontal row to help you and others think about your novel. Remember to make your work thoughtful, original, rich with detail, and accurate.

Write a bio-poem about yourself and another about a main character in the book so your readers see how you and the character are alike and different. Be sure to include the most important traits in each poem.	A character in the book is being written up in the paper 20 years after the novel ends. Write the piece. Where has life taken him/her? Why? Now, do the same for yourself 20 years from now. Make sure both pieces are interesting feature articles.	You're a " profiler." Write and illustrate a full and useful profile of an interesting character from the book with emphasis on personality traits and mode of operating. While you're at it, profile yourself, too.
Research a town/place you feel is equivalent to the one in which the novel is set. Use maps, sketches, population and other demographic data to help you make comparisons and contrasts.	Make a model or a map of a key place in your life, and an important one in the novel. Find a way to help viewers understand both what the places are like and why they are important in your life and the characters'.	The time and place in which people find themselves and when events happen shape those people and events in important ways. Find a way to convincingly prove that idea using this book.
Find out about famous people in history or current events whose experiences and lives reflect the essential themes of this novel. Show us what you've learned.	Create a multi-media presentation that fully explores a key theme from the novel. Use at least 3 media (for example, painting, music, poetry, photography, drama, sculpture, calligraphy, etc.) in your exploration.	Find several songs you think reflect an important message from the book. Prepare an audio collage. Write an exhibit card that helps your listener understand how you think these songs express the book's meaning.

**Writing BINGO – Make as many Bingos as you can this quarter**

Recipe	Thank you note	Letter to the editor	Rules for a game	Directions to one place from another
Invitation	Email request for information	Letter to a pen pal, friend or relative	Skit or scene	Interview
Newspaper article	Short story	FREE: Your choice	Grocery or shopping list	Schedule for your work
Advertisement	Cartoon strip	Poem	Instructions	Greeting card
Letter to your teacher	Proposal to improve something	Journal for a week	Design for a web page	Book Think Aloud

**VOCABULARY CONTRACT: *To Kill A Mockingbird* (Kristi Doubet)****...KNOW...**

...the definitions of vocabulary words that are important to understanding assigned character's perspective.

**...UNDERSTAND...**

- ...that words have “personalities.”
- ...that words enrich our ability to communicate.
- ...that words have family relationships with other words.

**...BE ABLE TO...**

- ...use personification and/or sense imagery to describe vocabulary words.
- ...use vocabulary words to discuss the novel's action and/or characters.
- ...group words according to similar roots, derivations, and meanings.

**Directions:** As you read *To Kill a Mockingbird*, you will encounter certain vocabulary words that are important to your character in some way. These words are included in your packet. To increase your insight into your assigned character, you will become an expert in these important terms in the following ways:

1. Before you read each assigned section, you should look up and define the words for that particular section (two words per section). If you're already familiar with those words, you are free to propose alternates.
2. Be on the “look-out” for those words' occurrence in your reading. Next to your definitions, record the sentence that uses that word.

The *Activity Menu* follows. Please look through the activities and decide which options appeal to you the most.

To help yourself plan and keep track of the activities you complete, please complete the attached *Contract Agreement* (page 3) and return it to your teacher.

**Directions:** You must complete one of the activities below at the check points listed on the previous page. Consult the directions (also on the previous page) to ensure an appropriate combination of “shapes.”

3. Complete one of the vocabulary activities below at each of the following points in your reading:

**After Chapter 6 (for chapters 1-6) –**

Your choice of a square, an oval, or the triangle.

After Chapter 12 (for chapters 7-12) –

Your choice of a square, an oval, or the triangle  
(a different shape than you did after chapter 6).

After Chapter 17 (for chapters 13-17) –

Your choice of a square, a circle, or the triangle  
(a different shape than you did after chapter 6 or 12).

After Chapter 23 (for chapters 18-23) –

A second (new) square or circle of your choice  
(an activity that you have not already completed).

After Chapter 31 (for chapters 1-31) –

WORD SORT

## VOCABULARY CONTRACT

### Personification Poem

Write a "Personification Poem" for each word in this section (four total). See form attached, and get three additional copies from your teacher.

### Making Sense

Answer and explain in detail the following questions about **EACH** of the four words in this section:

1. If this word were a **color**, which would it be and why?
2. If this word were a **texture**, which would it be and why?
3. If this word were a **sound**, what would it sound like? Why?
4. If this word were a **taste** OR a **smell**, what would it taste/smell like? Why?

*Now, choose your favorite word and use your answers to the questions above to compose a vivid, paragraph-long "word description."*

### Wild About Words

Pretend each of these words is an animal. Think about which animal would best represent each word. Then, draw each animal in a meaningful context. Include a caption with each picture that explains, in detail, the significance of your comparison.

### Foil-logue

Use these 4 words correctly in a new dialogue you write that takes place between your character and his/her "foil." This dialogue can be from an existing portion of the novel, or from a new scene.

### Obituary

Pretend that your character has died during this portion of the novel. Write an obituary that would appear in the *Maycomb Examiner*. The obituary should use these 4 words correctly to vividly describe your character and/or the circumstances of his/her death. See your teacher for sample obituaries.

### Absentee Note

Your classmate (who is studying your same character) has just returned from an extended illness. In a two-paragraph summary, explain to him/her what has happened to your character thus far in the novel. Be sure to use your 4 vocabulary words correctly and in vivid context.

## Word Study

### Word Sort (Required after Chapter 31)

#### SCIENCE

##### Environmental Science

Main Trail (**one** month to finish all)

- A. Select one marine organism.
  - a. Describe its role in the food web.
  - b. Explain the effects of an **oil** spill, toxic spill, and oil well drilling on your marine organism.
  - c. Prepare a hypercard stack (on the computer) to present your information.
  - d. Write a persuasive letter to a group/company who may be adversely affecting your marine organism.
- B. Select one ocean-dependent industry.
  - a. Describe career options for that industry.
  - b. Rank-order them **from** your most favorite to your least favorite.
- C. Develop a visual aid to **show** the water cycle.
- D. Read one ocean-related book from the attached list. Select one of the seven intelligences to guide your report on the book.

Side Trips

- A. *Brochure Center*: Read brochures/literature distributed by ocean-dependent agencies. Select one to analyze: is it biased? is it objective? Add your opinion to the audio tape provided.
- B. *Math Center*: Take a break and add to our topographical, papier-mâché, scaled model of the ocean floor.
- C. Art Center: Add to our classroom mural, "Oceanic Connections."

Rest Stops

- A. The water-use chart has been turned into a jigsaw puzzle. Challenge yourself: how many minutes will it take you to put it together?
- B. Video *CENTER*: Enjoy the video, "Water."
- C. Play the water cycle game with a partner.

## Science Agenda on Chemical Problems in the Environment

### Imperatives (You must do these . . .)

1. Select a chemical problem in the environment, define/describe the difficulties its presents, why, where, and to whom/what. Your choices are: global warming/greenhouse effect, ozone depletion, acid rain, air pollution, water pollution (including thermal pollution, and land/ground pollution)
2. Complete a map showing where the problem exists what/who is affected by it, and degree of impact.
3. Develop a talking paper that describes present and future solutions, as well as your recommendations.

### Negotiables (You must do at least one of these...)

1. Determine approximate costs of the problem in one badly affected region and develop a graphic that shows total costs (for example: health costs, clean-up costs, lost revenues from land, etc.)
2. Develop a timeline of the evolution of the problem over the last 100 years, including significant dates, and factors that contributed to the change. Take the timeline into the future based on your current understanding of trends associated with the problem.

### Options (You may do 1 or more of these...)

1. Create a Gary Larsen-type cartoon or an editorial cartoon that makes a commentary on the problem.
2. Prepare a fictionalized account, but based on scientific fact, of a person who lives in a badly affected area. Your goal is to put a human face on the problem.
3. Develop a 60 second public service announcement (taped) to raise audience awareness of the problem and introduce positive actions citizens might take to improve the prognosis for the future.

Based on work of Elynn Shaw, Les Bois Junior High – Boise, ID

*To be an effective citizen, it is necessary to know how to deal with problems related to science and technology*

## WHERE IN THE WORLD?: A STUDY OF ECOSYSTEMS & BIOMES

At the end of this unit of study, students should...

### KNOW:

- the components of an ecosystem
- the defining characteristics of a biome
- where the major biomes are located in the world
- how living things obtain energy
- the difference between producers and consumers
- how food chains and webs are created
- biodiversity varies from ecosystem to ecosystem (biome to biome)

### UNDERSTAND:

Organisms live in specific ecosystems and take part in cycles of energy and matter. A variety of organisms assume different roles in the system and interact to form a dynamic whole.

Organisms suffer when ecosystems or cycles are disturbed.

Habitat destruction reduces biodiversity and affects the lives of humans.

### BE ABLE TO DO:

- use the scientific process
- make scientific observations of ecosystems
- communicate information about observations and ideas
- collect, organize, and present data
- work in cooperative activities

use multiple resources to complete research on a given biome  
 describe the components of an ecosystem and a biome  
 create a map locating the biome  
 create a food chain/food web  
 identify the climate, landforms, plants and animals of a biome  
 create a model of a biome  
 create a web of information using Inspiration software  
 set goals, evaluate work

Name \_\_\_\_\_ Date \_\_\_\_\_

**Menu for BIOMES – \_\_\_\_\_**

Members of my group \_\_\_\_\_

Your group must work together to complete all items in the main dish by the date due. You may work alone or with a buddy in your group to complete at least one side dish. You may also decide to do some of the dessert items, if you have time.

**Main Dish: (Complete all)**

1. Locate where your biome exists. Create a map which shows its location. Include a compass rose, a legend, and the names of the continents.
2. Identify the biome climate. Find a way to share your info.
3. Identify and list the major biome landforms.
4. Identify and list the plants and animals unique to your biome.
5. Read pgs. D29-D31 in the green science books. Create a food web for your biome.
6. After completing 1-5, contribute to the creation of a mini-biome which represents all that you have learned. Share it at a celebration of learning on Thursday, December 20.

**Side Dish: (Select at least one and circle your choices)**

1. Create a landform or climate map for your biome. Share how these things affect the biome.
2. Find out what plants and/or animals are endangered or extinct in your biome. Why do you think this has happened? Plan a way to share your findings.
3. Make a graph or chart that shows the biodiversity of your biome. Explain why you think there is a lot of a little biodiversity in your biome.
4. Research the oxygen/carbon dioxide cycle and its role in an ecosystem. Plan a way to share your findings.
5. How can biomes change? Create a model of your biome as it might have looked before any people inhabited it. Explain how humans affect biomes.

**Dessert: (Optional)**

1. Identify a favorite species in your biome and learn about it. Share what you learned.
2. Identify and research a smaller ecosystem in your biome. Share your findings.
3. Compare your biome with another biome.

I have read through this contract with my family and understand what is expected of me during our group study of biomes. I promise to work cooperatively with my group and give a personal best effort to complete the requirements by the due date.

\_\_\_\_\_  
Student signature Date

\_\_\_\_\_  
Parent signature Date

**GROUP PLANNING SHEET**

Name \_\_\_\_\_ For \_\_\_\_\_ Biome

Date

1. Everyone will work to complete a biome map.

Who will be responsible for:

2. researching biome climate? \_\_\_\_\_

What will you do to share what you have learned? \_\_\_\_\_

3. researching biome landforms? \_\_\_\_\_

What will you do to share what you have learned? \_\_\_\_\_

4. identifying plants and animals? \_\_\_\_\_

What will you do to share what you have learned? \_\_\_\_\_

What is your plan for everyone to read about and complete a food web?

By what date will you begin working on your model? \_\_\_\_\_

Develop a plan for what will be included in your model, what materials you will need, and how everyone will contribute to completing this project. Get a go ahead from Ms. Sabin or Mrs. Rex before you begin construction.

**PROBABILITY****Main Dishes (complete all)**

- Complete the “meteorology simulation” on p. 88-89 of your textbook.
- Examine the attached list of functions and determine which functions represent probability distributions.
- Complete the “frequency table” assignment on p. 506-507 of your textbook.
- Create a list of 10 pairs of events. 5 pairs should contain events that are *dependent*; 5 pairs should contain events that are *independent*. Explain each classification.

**Side Dishes (Select 2)**

- Work with a partner to analyze the game of “Primarily Odd.” See your teacher for game cubes and further instructions.
- Design a “game spinner” that has this probability distribution:  $P(\text{red}) = 0.1$ ;  $P(\text{green}) = 0.2$ ;  $P(\text{blue}) = 0.3$ ;  $P(\text{yellow}) = 0.4$ .
- Suppose a dart lands on a dartboard made up of four concentric circles. For the center of the board (the “bull’s eye”),  $r=1.5$ ; the remaining rings have widths of 1.5. Use your understanding of area and probability to determine the probability of 1) hitting a “bull’s eye” and 2) landing in the outermost ring.

**Desserts (Optional)**

- Figure the probability of “Murphy’s Law” and make a case for whether or not it should indeed be a “law.”
- Use a frequency table to chart the colors that your classmates wear for a week. Then, use probability to predict how many students will wear a certain color on a given day.

## Pythagorean Theorem

As a result of this lesson students should:

### (a) know...

The Pythagorean Theorem states that in a right triangle, the square of the length of the hypotenuse is equal to the sum of the squares of the lengths of the legs ( $c^2 = a^2 + b^2$ ). In a right triangle, the hypotenuse is the leg opposite the right angle.

The hypotenuse is the longest side of the right triangle.

### (b) understand...

The Pythagorean theorem was developed and used in ancient times and is still an integral tool today.

The relationship between the three sides of a right triangle.

The Pythagorean Theorem works only for right triangles.

### (c) be able to do...

Use measurements to test the Pythagorean Theorem.

Apply the theorem to solve practice problems.

Recognize when to use the Pythagorean Theorem.

*Directions: Complete the activities described in either one vertical or one diagonal row.*

Draw a right triangle and label the right angle, legs, and hypotenuse. State the relationship of the sides of a triangle.	Name a career in which one would have to use the Pythagorean Theorem. Give an example of when, where and how it would be used.	Design a teaching tool with a diagram of a proof of the Pythagorean Theorem. Label it for all to understand.
Complete all of the EVEN Practice Problems on p. 266 of your Prentice Hall text.	Complete the Practice Problems found at this site: <a href="http://regentsprep/Regents/math/fpyth/PracPyth.htm">http://regentsprep/Regents/math/fpyth/PracPyth.htm</a>	Create four (4) real world problems that would need the use of the Pythagorean Theorem. Show the solutions.
Determine a set of 8 Pythagorean "TRIPLES." Prove them with equations.	Write a descriptive essay about Pythagoras: his life, accomplishments, and failures.	Find another mathematical theorem. State it, diagram its proof, and write a paragraph about why, how and where it works.

## FRENCH LITERATURE CONTRACT

The major expectations for this unit:

1. Nightly **reading** assignments
2. Full participation in whole-class and small-group (literature circle) **discussions** about the readings.
3. **Quizzes** on vocabulary, grammar, and comprehension as indicated on your contract
4. **Long-term Assignment: Analysis of a theme.** You may complete this assignment alone or with one other person. You will need to choose a theme in the novel that you find particularly intriguing. Using illustrations, excerpts, sounds, quotes, etc, you will present an analysis of this theme. Be sure that as you read, you note themes that come up and mark these passages so you can find them later.
5. **Extension Activities** as assigned or negotiated

## VOCABULARY

You are responsible for improving your **vocabulary** as you read. Since reading fluency is in part related to your recognition and understanding of sight vocabulary, you will spend some time during this unit adding to your current repertoire. Look carefully at the results of your vocabulary preassessment. For each chapter, if you scored lower than 80%, you will need to take a quiz on that chapter's words. Decide how you will go about learning the meaning of the words. Many students find flashcards helpful, for example. See me if you need more suggestions.

When you are ready, you may take the appropriate vocabulary quiz. In each quiz, you will need to provide the English equivalent of the underlined vocabulary words. You will see : *Le dessin représentait un serpent boa qui avalait un fauve*. You write : a wild beast

A quiz for each chapter is available in the file box on my desk. Take the quiz and ask a friend to correct it for you. Place your corrected quizzes into the proper folder in the file box and mark the date you did so in column 3 on your contract.

## GRAMMAR

You will receive a list of grammar topics you need to review during this unit. Highlight these topics wherever they appear in column 5 of your contract. For each highlighted topic, you must complete the corresponding sections in your workbook. If the topic is not highlighted, you do not need to do those workbook sections. Turn in the completed sections to the appropriate file and mark the date you did so in the last column of your contract.

## COMPREHENSION

Your comprehension of the text will be evident in your large and small group discussions. But in addition, you need to schedule a time to take a general comprehension quiz at 2 points: One after reading chapters 1-15 and one after reading chapters 16-27. You will be provided ahead of time with a selection of questions on the readings. For each quiz, you will choose 2 questions to answer. You may answer either in essay form or orally. You may of course practice or write out sample answers, but you may not bring any notes with you when you take the quiz.

## FINAL PROJECT: Analysis of a Theme

For this assignment, you will need to choose a theme in the novel that you find particularly intriguing. You will need to prepare and present an analysis of this theme by completing one of the projects listed below. Be sure that as you read, you note themes that come up and mark these passages so you can find them later. Some ideas for themes are listed below.

## UNIT CONTRACT

This contract belongs to: \_\_\_\_\_

Chapter	Vocabulary Quiz ?	Date Completed	Contrôle Grammatical ?	Topics	Date Completed
1				PC & IMP	
2				PS	
3				Subj.	
4				Futur	
5				Passé simple, subj.	
6				IMP	
7				Participe présent,	

				PQP	
8				Impérative	
9				Future	
10				Impérative	
11				Passé simple, plus-que-parfait	
12				IMP, subj., PQP du subj.	
13				Conditionnel	
14				Conditionnel, IMP, subj.	
15				Accord du participe passé, PQP du subj.	
COMPREHENSION QUIZ ON 1-15					
16				Futur antérieur, conditionnel passé, PQP, phrases conditionnelles	
17				Participe présent, phrases conditionnelles	
18				PQP, participe présent, phrases conditionnelles, subj.	
19				PQP	
20				Future après expressions du temps, subj.	
21				Futur antérieur, IMP, PC	
22				Participe présent, phrases conditionnelles	
23				PQP, participe présent, phrases conditionnelles, subj.	
24				PQP	
25				Future après expressions du temps, subj.	
26				Futur antérieur, IMP, PC	
27					
COMPREHENSION QUIZ ON 16-27					

Number of Extensions Required \_\_\_\_\_

## Spanish: El Menú

**Los Aperitivos** – choose one. If you need more practice, do a second activity. All activities must be corrected using the answer keys.

1. Worksheets on the verb forms ser and estar
  2. Watch a video on ser and estar
  3. Go on [www.studyspanish.com](http://www.studyspanish.com) and practice ser and estar verb forms.
  4. Use the letter tiles or magnetic letters to complete the sentence strips.
  5. Listen, learn and complete the rap song activity on ser. Complete worksheets to learn estar.
- Required** to move on to the next course: You must earn a “C” or better on a quiz on verb forms

**Sopa o Ensalada** - Choose one set of vocabulary based on the results of your pre-test. Learn the vocabulary by playing games and reviewing for homework. Game choices are on each vocabulary list.

1. La comida
2. El restaurante
3. La salud y para cocinar
4. Emociones y condiciones
5. Características

**Required** to move on to the next course: You must earn a “C” or better on a quiz on your chosen vocabulary.

**Los Platos principales** - choose one. If you need more practice, do a second activity.

1. Watch a DVD and analyze when you use ser or estar
  2. Read a Children’s book and analyze when you use ser or estar.
  3. Listen to a song and analyze when you use ser or estar.
  4. Complete a reading and analyze when you use ser or estar.
  5. Attend and take notes on a mini-lesson with the teacher.
- Required:** All students will review their findings with the class and take notes.

**Los Postres** - choose one. If you need more practice, do a second activity. All activities must be corrected using the answer keys.

1. practice using ser or estar worksheets
2. practice using the correct verb ser or estar on [www.studyspanish.com](http://www.studyspanish.com)
3. Complete a Fill-in the blank story with the correct form of ser or estar
4. Play the ser or estar game

### **Final project**

- The final project will be planned and completed OUTSIDE of class time.
- You may NOT use dictionaries or translators (considered cheating!)
- You may work in groups of 1,2 or 3.
- You must demonstrate your knowledge and understanding of the chapter in your project (refer to the know, understand and do and the rubric)
- You must include all aspects on the checklist.
- Projects are due \_\_\_\_\_

**Project Choices**

1. Make an imovie in Spanish and include a written screenplay, film, act and edit your movie. If working with others, divide the screenplay in half to clarify who wrote each section. You will be graded individually on the concept of ser and estar. Consider the following topics: a cooking show with recipe, a restaurant scene, a show on nutrition etc.
2. Write a children's book. If working with others, divide the book by page number to clarify who wrote and illustrated each section. You will be graded individually on the concept of ser and estar. Consider the following topics: teach nutrition, what to do in a restaurant, how to live a healthy life etc.
3. Create, administer and correct a test. If working with others, divide the test to clarify who wrote each section. You will be graded individually on the concept of ser and estar. There are four sections to the test: vocabulary, reading, writing (fill-in the blanks etc.) and listening.

My Learning Contract : I choose to complete:

Los Aperitivos # \_\_\_\_\_

La Sopa o La Ensalada # \_\_\_\_\_

Los Platos principales # \_\_\_\_\_

Los Postres # \_\_\_\_\_

I will \_\_\_\_\_ for my end of the unit project.

Student signature \_\_\_\_\_

**SER/ESTAR SELF EVALUATION** : Answer the following questions and provide supporting evidence for each statement from your project!

1. How many vocabulary words did you use?
2. How many examples of the use of ser and estar do you have?
3. How many instances (reasons) did you show in your project? (DONTUCMEP and LICE)
4. Rate the quality of your project on a scale of 1 to 10, 10 being the best. Why?
5. Give yourself a grade in each of the categories from the rubric.

Vocabulary \_\_\_\_\_

Use of ser/estar \_\_\_\_\_

Quality \_\_\_\_\_

KNOW	UNDERSTAND	DO
<p>Required Tasks (Tasks you need all students to complete; clearly focused on KUD)</p>	<p>Choice Tasks (Differentiated tasks that allow all students access to the KUD)</p>	<p>Optional Tasks (Extensions or special interest tasks)</p>