The purpose of IMPACT II is to spread excellent teaching ideas throughout Ventura County.

IMPACT II does this by partnering with local businesses and organizations to provide $500 individual and $750 team grants to educators for unique, original and innovative curriculum that has been classroom tested.

IMPACT II enables excellent teaching ideas to reach all teachers in the county, and raises community awareness of exemplary classroom practices. IMPACT II boosts teacher morale by recognizing innovative teaching through both grants and an annual awards dinner where we celebrate the true heroes and heroines in our communities.

Over the years Ventura County IMPACT II has matured into the program that we envisioned at its inception in 1993. Business leaders, teachers, and administrators are becoming aware of the program and are participating in unprecedented numbers.

The Ventura County IMPACT II program is a partnership between the Ventura County Economic Development Association (VCEDA), the Ventura County Office of Education, and the Ventura County Star.

IMPACT II puts cutting edge classroom projects into the mainstream, turning students on to learning.

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# Table of Contents

**Growing with Georgia O'Keeffe**

- Educator(s): Kathy Menzie - Thelma Bedell
- Business Partner: Amgen Foundation
- Grade Levels: 2, 3
- Curriculum Areas: Language Arts/Reading, Science (AMGEN Category), Visual Arts

**The Global Impact of Proper and Improper Disposal of Computers**

- Educator(s): Erik Amerikaner - Oak Park High School
- Business Partner: Amgen Foundation
- Grade Levels: 7, 8, 10, 11, 12
- Curriculum Areas: History/Social Science, Science (AMGEN Category)

**Lord of the Flies Characters Create a Challenging, Cross-Curricular Business Venture**

- Educator(s): Ginger Brandenburg - Moorpark High School
- Business Partner: Amgen Foundation
- Grade Levels: 6, 7, 8, 9, 10, 11, 12
- Curriculum Areas: Language Arts/Reading, Mathematics (AMGEN Category), History/Social Science, Science (AMGEN Category)

**Garden Communities For Growth and Change**

- Educator(s): Barry Shiffman, Paul White - Fremont
- Business Partner: UC Hansen Trust
- Grade Levels: 6, 7, 8
- Curriculum Areas: Language Arts/Reading, Mathematics (AMGEN Category), Health, Science (AMGEN Category), Physical Education

**Choice Reading Unit**

- Educator(s): Lorna Gonzalez - Oxnard High School
- Business Partner: SAGE Publications
- Grade Levels: 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
- Curriculum Areas: Language Arts/Reading, Mathematics (AMGEN Category), Health, Science (AMGEN Category), Physical Education

**Slaying the Beast of Academia**

- Educator(s): Donna Fulgham - Moorpark High School
- Business Partner: Star In Education Foundation
- Grade Levels: 6, 7, 8, 9, 10, 11, 12
- Curriculum Areas: Language Arts/Reading, History/Social Science, Visual Arts

**African Trickster Tales**

- Educator(s): Ashley Johnson - Ventura Charter School
- Business Partner: Ventura Commerce in Education
- Grade Levels: 1, 2, 3, 4, 5, 6, 7, 8
- Curriculum Areas: Language Arts/Reading, Mathematics (AMGEN Category), Dance, History/Social Science, Music, Theater, Science (AMGEN Category), Visual Arts

**Ugh...Another Museum!**

- Educator(s): Nancy Tracy, Megan Jones - Lang Ranch Elementary
- Business Partner: Southern California Edison
- Grade Levels: 1, 2, 3, 4, 5
- Curriculum Areas: Language Arts/Reading, History/Social Science, Visual Arts

**Climate Change**

- Educator(s): Heather Farrell - Thousand Oaks High School
- Business Partner: Amgen Foundation/Superintendent's Award
- Grade Levels: 8, 9, 10
- Curriculum Areas: Science (AMGEN Category)
Masters of Art.................................................................................................................61
Educator(s): Shannon Alexander, Diana Marenco, Suzy Moore, Kristin Nordstrom - Lang Ranch Elementary
Business Partner: State Farm Insurance
Grade Levels: 1, 2, 3, 4, 5
Curriculum Areas: Language Arts/Reading, History/Social Science, Science (AMGEN Category), Visual Arts

A Picture Paints a Thousand Words................................................................................65
Educator(s): Deborah Maulhardt - Christa McAuliffe
Business Partner: Limoneira
Grade Levels: 3, 4, 5, 6
Curriculum Areas: Language Arts/Reading, History/Social Science, Music, Visual Arts

My California..................................................................................................................67
Educator(s): Ashley Cooper - Thousand Oaks High School
Business Partner: Amgen Foundation
Grade Levels: 6, 7, 8, 9
Curriculum Areas: Science (AMGEN Category), Visual Arts

The Road to the White House..........................................................................................87
Educator(s): Peter Daland - Moorpark High School
Business Partner: SAGE Publications
Grade Levels: 8, 9, 10, 11, 12
Curriculum Areas:

California Here We Come - A Classroom Museum.......................................................95
Educator(s): Carolyn Solano - Christa McAuliffe Elementary
Business Partner: Blois Construction
Grade Levels: 1, 2, 3, 4, 5, 6
Curriculum Areas: Language Arts/Reading, Mathematics (AMGEN Category), Dance, History/Social Science, Music, Theater, Science (AMGEN Category), Physical Education, Visual Arts

It's A Small World............................................................................................................105
Educator(s): Jodi Atkinson, Tiffany Berkovich - Camarillo Heights
Business Partner: State Farm Insurance
Grade Levels: 3, 4, 5, 6
Curriculum Areas: Language Arts/Reading, History/Social Science, Music, Visual Arts

Reading Writing and Resistance: Resisting Oppression from Hitler to our Hallways..........106
Educator(s): Dana Lomax, Jennifer Todd - University Charter Middle School
Business Partner: Venoco, Inc.
Grade Levels: 6, 7, 8, 9, 10, 11, 12
Curriculum Areas: Language Arts/Reading, History/Social Science, Visual Arts

Something as Precious as Gold.........................................................................................110
Educator(s): Christine Elliott, Tiffany Armas, Karen Davis, Kathy Wadley, Jeanette Huntting - La Mariposa
Business Partner: Venoco, Inc.
Grade Levels: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Curriculum Areas: Language Arts/Reading

All A'Buzz About Bees...................................................................................................116
Educator(s): Karen Allen, Rebecca Friday - Camarillo Heights School
Business Partner: Amgen Foundation
Grade Levels: Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8
Curriculum Areas: Language Arts/Reading, Mathematics (AMGEN Category), History/Social Science, Science (AMGEN Category)
Egypt Through the Eyes of a Pharoah
Educator(s): Maryann Horak - St. Paschal Baylon
Business Partner: Venoco, Inc.
Grade Levels: 6
Curriculum Areas: History/Social Science, Visual Arts

Ancestral Country Travels
Educator(s): Ashley Johnson, Jessica Murphy, Terri Hoosen - Ventura Charter School
Business Partner: State Farm Insurance
Grade Levels: 1, 2, 3, 4, 5, 6
Curriculum Areas: Language Arts/Reading, Mathematics (AMGEN Category), History/Social Science, Visual Arts

Sports Spectatorship
Educator(s): Don Hawkins, Jennifer Wilson, Laure Benson, Kathleen Serka, Teresa Crowe, Sarah Galloway - Douglas Penfield
Business Partner: Amgen Foundation
Grade Levels:
Curriculum Areas: Language Arts/Reading, Mathematics (AMGEN Category), History/Social Science, Science (AMGEN Category)

The Key to the Universe
Educator(s): Jessica Murphy - Ventura Charter School
Business Partner: Amgen Foundation
Grade Levels: 2, 3, 4, 5, 6, 7
Curriculum Areas: Language Arts/Reading, Science (AMGEN Category), Visual Arts

Invention Convention
Educator(s): Carol Short - E.O. Green
Business Partner: Aera Energy LLC/Ed Lyon Award
Grade Levels: 7, 8, 9
Curriculum Areas: Language Arts/Reading, Visual Arts

Algebra on Fire
Educator(s): Julie Roland - St. Paschal Baylon
Business Partner: Amgen Foundation
Grade Levels: 7, 8
Curriculum Areas: Mathematics (AMGEN Category), Science (AMGEN Category)

Cultivating Empathy
Educator(s): Terri Hooson - Ventura Charter School
Business Partner: Limoneira
Grade Levels: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Curriculum Areas: Language Arts/Reading, History/Social Science, Theater

Weather Chasers- Beginnings of Meteorologists of the Future
Educator(s): Jennifer Dobbie - Thelma Bedell
Business Partner: Star In Education Foundation
Grade Levels: 1, 2, 3, 4, 5, 6, 7, 8
Curriculum Areas: Language Arts/Reading, Mathematics (AMGEN Category), Science (AMGEN Category)
Lesson Plan Title: Growing with Georgia O'Keeffe
Lesson Plan Grade Level(s): 2, 3
Lesson Plan Subject Area(s): Language Arts/Reading, Science (AMGEN Category), Visual Arts,

Lesson Plan Narrative:

My curriculum, Growing with Georgia O'Keeffe, is innovative and creative because it includes hands on lessons that incorporate State Standards in science and Language Arts, as well as ELD and art. The curriculum begins with a life science lesson (State Standard LS3a) in which teams of 4 are given various seeds and then fruits to dissect, observe, and compare and contrast. In the next science lesson, students soak lima bean seeds in wet paper towels and in two days observe and record the germination of the seeds, drawing and labeling the parts of the seed vital to its function and growth. The next lesson is where we take various seeds to our garden box to plant and care for over the course of 6-12 weeks. Students record in science logs their plants' progress including measuring for height and drawings. When the flowering plants have blossomed the students observe the different parts of a flower, draw said parts, label, and briefly describe the function of the parts. Students are assessed on their knowledge of flower and plant parts and their functions on a written test. Next I give a lesson on artists who focused on nature, with a special emphasis on the works by Georgia O'Keeffe. Particular attention is given to her famous oil paintings entitled Oriental Poppies and Jack-in-the-Pulpit. Students revisit our garden box, and others at the school, to observe flowers up close, like G. O'Keeffe. I emphasize how O'Keeffe felt she had to paint her flowers so large that people would have to spend more time looking at them. Our art lesson culminated in the students drawing with thin, black markers, a huge (or more than one) flower. The next art lesson was spent coloring the flower using pastels. The art work is exhibited in a schoolwide art show. This increases the students self-esteem even more, and the entire process practically ensures my students (English language learners many of them) never forget the life-cycle of a plant, the function of a flower, the beauty of nature. At the art show all students give a brief explanation of their art, a fine way to encourage the English language learners to shine. Finally students wrote an essay comparing and contrasting their art work with G. O'Keeffe's rendition of a poppy. This directly ties in with State Standard for language arts R2.5. This curriculum educates students about the structures and properties of plants as well as excites them about learning learning further about cultivation and art.
Lesson Plan Title: The Global Impact of Proper and Improper Disposal of Computers
Lesson Plan Grade Level(s): 7, 8, 10, 11, 12
Lesson Plan Subject Area(s): History/Social Science, Science (AMGEN Category), Computer Applications(STEM)

Lesson Plan Narrative:

The Global Impact of Proper and Improper Disposal of Computers

For this culmination project in my Advanced Computer Applications course, students watched videos, completed internet-based research and spoke to industry leaders to learn about how computers are manufactured, used and discarded. The project was developed using the International Society for Technology in Education Standards (ISTE-1997) and State of California Career Pathways Information Technology Industry Sector Standards. The project aligns into Science, Technology, Engineering and Math (STEM) framework as it involves all these disciplines. Students had become proficient in Microsoft PowerPoint and Microsoft Certified Specialist Exams. Students learned about the environmentally correct method to dispose of computers, and the underground trade of recycling computers in Africa, Asia and Eastern Europe. Students learned about the health risk to recycling plant workers and the environmental dangers of improperly discarded electronics. I provided video resources, internet websites, articles from national magazines, and other resources for student groups to become experts in the area of computer building and recycling. Student groups developed PowerPoint presentations using a college level presentation Rubric. This rubric was discussed and posted to my website at the beginning of the project. Student groups reviewed rubric to confirm their projects would hit all the areas of the rubric. The goal of this project included work-place collaboration, delivery of a product using a time-line, creating an effective and well-researched presentation to the public (classmates). These goals are the basis of work-place skills, especially collaboration, software proficiency, time management, effective research, use of 21st century technology tools and public speaking. During the development process, student groups used digital storyboards to plan their presentations. Groups worked with the storyboards digitally using an Adobe Acrobat form, and with pen and paper to draw the information to be contained in the PowerPoint presentation. All the group members provided input to the storyboards. Storyboards were submitted to me for review and I discussed the storyboards with each group at a subsequent class meeting. Groups divided the project into sections, all the students researched the information, one student wrote the outline in Microsoft Word, one
student created the PowerPoint framework, and the entire group delivered the group report to the class. All the students provided input for the storyboards because the storyboards provided the scaffolding for the PowerPoint presentation. The storyboards were developed sequentially during the project as the groups first researched the issue, developed the storyboards, built their PowerPoint presentations, and finally delivered their presentations during class. Groups had the opportunity to practice showing the presentations to work out technical issues and timing. Student diversity was addressed by the groups, as each group had students of varying technology knowledge, access to technology out of class, and some students had limited time to work on the project due to family and work-place commitments. All students were required to attend the presentations, because the presentations served as the Final Exam for this semester course. Student groups also assessed their members' contributions using an anonymous form which was given to me. The class used the project rubric to assess each group's project. This rubric assessment and the contribution assessment became the basis for the individual student grade for the project and the class. As this project progressed over the years, I have added elements to the student learning, and have expanding student participation. For example, two years ago, I added learning about recycling and then having the students create an informational flyer about a pretend recycling event at the school. One year ago, after this project was completed; my students asked the administration if they could hold a real recycling event at the school. This event garnered the students a real-world experience; students had to plan, advertise, and coordinate the recycling event. The local media covered the event, and students were interviewed. This event has now moved to Earth Day, with students creating a website, meeting with administration and local officials, and coordinating the recycling event. The project has been given to our chemistry teacher to use in discussing the environmental impact of illegally discarding heavy metals and chemicals. Our social sciences department has expressed interest in the project as it aligns with the action-in-government curriculum that is being developed. Students learned where local recycling centers are located, how to remove personal information from recycled computers, how components are separated, which natural materials are used in electronics, how computers are manufactured-and where. Students gained insight about a growing global problem, and how and where solutions are being developed. Many of these students have volunteered to help at our school's annual Recycling Round-up. This activity was developed from my previous classes who produced flyers, a website and community involvement. Some students volunteered to speak at the middle and elementary schools to increase knowledge of younger students. This project is easily adapted for middle school computer applications class, science or social studies, and can be presented by high school students to elementary age during an ?Earth Day? activity. This grant will be used for future professional development and expand this project to make it available on my website for any teacher to access. Thank you for your consideration.
### PowerPoint Presentations Rubric Computer Applications Final Project Fall, 2009

**Group Members:** _____________________________________________ **Total Points___________**

**Evaluator:** _______________________________________   **Class Period: _____________**

#### Points Per Section

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research and Presentation</strong></td>
<td>9-10</td>
<td>7-8</td>
<td>5-6</td>
<td>4-5</td>
</tr>
<tr>
<td>Description</td>
<td>Presentation shows group members accurately researched varied information sources, recorded and interpreted statements, graphics and questions and evaluated alternative points of view.</td>
<td>Presentation shows group members recorded relevant information from multiple sources of information, evaluated and synthesized relevant information.</td>
<td>Presentation shows group members misinterpreted statements, graphics and questions and failed to identify relevant arguments.</td>
<td>Presentation shows group members recorded information from four or less resources, and ignored alternative points of view.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>The content is written clearly and concisely with a logical progression of ideas and supporting information. The project includes advanced organizers that provide the audience with sense of the project’s main idea. Information is accurate, current and comes mainly from primary sources.</td>
<td>The content is written with a logical progression of ideas and supporting information. Includes persuasive information from primary sources.</td>
<td>The content is vague in conveying a point of view and does not create a strong sense of purpose. Includes some persuasive information with few facts. Some of the information may not seem to fit. Primary source use is not always clear.</td>
<td>The content lacks a clear point of view and logical sequence of information. Includes little persuasive information and only one or two facts about the topic. Information is incomplete, out of date and/or incorrect. Sequencing of ideas is unclear.</td>
</tr>
<tr>
<td>Text Elements</td>
<td>The fonts are easy-to-read and point size varies appropriately for headings and text. Use of italics, bold, and indentations enhances readability. Text is appropriate in length for the target audience and to the point. The background and colors enhance the readability of text.</td>
<td>Sometimes the fonts are easy-to-read, but in a few places the use of fonts, italics, bold, long paragraphs, color or busy background detracts and does not enhance readability.</td>
<td>Overall readability is difficult with lengthy paragraphs, too many different fonts, dark or busy background, overuse of bold or lack of appropriate indentations of text.</td>
<td>The text is extremely difficult to read with long blocks of text and small point size of fonts, inappropriate contrasting colors, poor use of headings, subheadings, indentations, or bold formatting.</td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td>Layout</td>
<td>The layout is aesthetically pleasing and contributes to the overall message with appropriate use of headings and subheadings and white space.</td>
<td>The layout uses horizontal and vertical white space appropriately.</td>
<td>The layout shows some structure, but appears cluttered and busy or distracting with large gaps of white space or uses a distracting background.</td>
<td>The layout is cluttered, confusing, and does not use spacing, headings and subheadings to enhance the readability.</td>
</tr>
<tr>
<td>Graphics, Sound and/or Animation</td>
<td>The graphics, sound and/or animation assist in presenting an overall theme and make visual connections that enhance understanding of concept, ideas and relationships. Original images are created using proper size and resolution, and all images enhance the content. There is a consistent visual theme.</td>
<td>The graphics, sound/and or animation visually depict material and assist the audience in understanding the flow of information or content. Original images are used. Images are proper size, resolution.</td>
<td>Some of the graphics, sounds, and/or animations seem unrelated to the topic/theme and do not enhance the overall concepts. Most images are clipart or recycled from the <a href="http://WWW">WWW</a>. Images are too large/small in size. Images are poorly cropped or the color/resolution is fuzzy.</td>
<td>The graphics, sounds, and/or animations are unrelated to the content. Graphics do not enhance understanding of the content, or are distracting decorations that create a busy feeling and detract from the content.</td>
</tr>
<tr>
<td>Writing Mechanics</td>
<td>The text is written with no errors in grammar, capitalization, punctuation, and spelling.</td>
<td>The text is clearly written with little or no editing required for grammar, punctuation, and spelling.</td>
<td>Spelling, punctuation, and grammar errors distract or impair readability.</td>
<td>Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader and major editing and revision is required.</td>
</tr>
</tbody>
</table>

Total Points-copy to 1st Page
Make Your Computer Green

By Chavah, Anthony Tyler Mike Shea, Arya

Each year in California hundreds of thousands of computers, monitors, copiers, fax machines, printers, televisions, and other electronic items become useless in the eyes of its owners.

E-Waste is when people recycle these kinds of electronics to make new ones.

Lead, Antimony, Chromium, Cadmium and Lithium, Halogenated Flame Retardants, Beryllium, Phosphers.

Liquid Crystal Display are all mined and used to make computers.

Where do the materials come from?

- Each year in California hundreds of thousands of computers, monitors, copiers, fax machines, printers, televisions, and other electronic items become useless in the eyes of its owners.
- E-Waste is when people recycle these kinds of electronics to make new ones.
- Lead, Antimony, Chromium, Cadmium and Lithium, Halogenated Flame Retardants, Beryllium, Phosphers.
- Liquid Crystal Display are all mined and used to make computers.

The Right thing to do with E-Waste

- Raw materials can be broken down in factories.
- breaking down a computer

Making a computer

- dell or apple Computers can be ordered online or through a store.
- All orders are sent to the manufacturing facility and then categorized into different groups depending on what is ordered.
- The order is put into a bar scan that can be read by computers, therefore following all parts and how to assemble the machine.
- Each computer is assembled by a person working in the factory.
- To work at these factories you have to be good with technology, math and know what your doing and to do it in a timely fashion. (Time is Money!)

Computer packaging is a fast process that involves human and the help of machines.

Companies really express quick and efficient packaging so they can ship the computers out as fast as possible to keep the buyer satisfied.

Computer companies use many ways to keep the computer safe during shipping so that they are not damaged.

Most computer companies will ship you a new computer if the one you ordered was damaged or not working properly.

Safety and packaging of a Computer

- Computer packaging is a fast process that involves human and the help of machines.
- Companies really express quick and efficient packaging so they can ship the computers out as fast as possible to keep the buyer satisfied.
- Computer companies use many ways to keep the computer safe during shipping so that they are not damaged.
- Most computer companies will ship you a new computer if the one you ordered was damaged or not working properly.

Transportation of a computer

- Depending if it is being sent to the household of one person or the store that sells the computers, the shipping methods could vary.
- Computers are sent out of the factories by trucks, and depending on where they are being sent their paths can change.
- These are all locations of dell factories around the world: Austin, Texas, Winston-Salem, North Carolina, and Miami, Florida. Facilities located abroad include Penang, Malaysia, Xiamen, China, Chennai, India, Hortolandia, Brazil, Lodz, Poland and Limerick, Ireland.
- Factories are placed all over the world so that shipping can be made easier and more efficient.
**Different computers**

- Macs have experienced a significant increase in market share.
- This is what a Mac includes:
  - Word
  - Excel
  - PowerPoint
  - Entourage
- Apple systems have always been thought of as more expensive, partly because of smaller market share and higher profit margins.

- Dell computers are used in the general public and business sectors.
- This is what a Dell includes:
  - Word
  - Excel
  - PowerPoint
  - Outlook
  - Publisher
  - OneNote
  - InfoPath
  - Groove
  - Communicator
- PCs are made by many companies and are available everywhere. That gives you a broad set of choices and lets you mix and match to meet your needs.

**Make the Earth Green**

Computers that are recycled go to specific eWaste plants, such as eWaste Collection in Los Angeles. All computers that go to eWaste plants are de-manufactured, and stripped of their precious or toxic metals, such as lead, gold, and/or copper.

These metals, such as the gold, are melted down and shaped into different molds, and remanufactured for different uses, such as gold crowns for your teeth or gold wiring for your computer.

**The End**
The Origins of a Computer

- Natural resources must be obtained from the environment in order to manufacture the parts of a computer
  - Gold, copper, lead, sand, and oil are obtained through mining

The Birth of a Computer

- After the raw materials are processed into useable products, the computer is assembled in a computer
  - One Dell factory can produce 10,000 computers in one day!

Computer Usage

- Computers are useful in many ways (i.e. PowerPoint Presentations)
- Computers consume electricity, so they should be turned off when not in use

Energy Consumption

Energy consumption of several consumer computers on the market.
End of the Computer’s Life
- Computer can become infected with a virus
- Damage to hardware (hard drive, RAM, graphics card)
- Dead Battery
- Computer stops working

Improper Disposal
- Throwing away with regular trash (illegal if lithium possible)
  - Toxic materials in computer components
  - Lead, Mercury, Cadmium, Brominated Flame retardants
- California has outlawed disposal of computer waste in landfills

Consequences of Improper Disposal
- People could hack into undestroyed hard drives
  - Can read into personal information
- Ground water near the landfill can be contaminated, leading to potential health problems
- Poses dangers to the environment

Safely Disposing of the Computer
- Recycle the computer
  - ecycle.com has over 1,600 drop-off locations for old computers
- Easiest way to recycle computers is to contact a local computer recycling center
- Can recycle at Best Buy, Office Max, Office Depot, Radioshack

Proper Disposal
- Gold, copper, and other metals should be melted down and reused in making new computers
- Plastics can also be recycled
- CRT monitor’s metal and glass parts should be separated and recycled separately
- Hard drives should be destroyed/shredded to protect personal information
- Toxic materials should be kept from entering the environment

What We Can Do
- Promote proper disposal of computers and other E-Waste
- Make owners aware of:
  - Consequences of improper disposal
  - Toxicity of substances
  - Deadly effect of some components of a partially decomposed computer on humans in 3rd world countries where E-Waste is shipped illegally

[Image of recycled materials]
<table>
<thead>
<tr>
<th>Works Cited</th>
</tr>
</thead>
</table>
Grant #: 8

District: Moorpark Unified School District
School: Moorpark High School
Participant(s): Ginger Brandenburg, , , , ,

Lesson Plan Title: Lord of the Flies Characters Create a Challenging, Cross-Curricular Business Venture
Lesson Plan Grade Level(s): 6, 7, 8, 9, 10, 11, 12
Lesson Plan Subject Area(s): Language Arts/Reading, Mathematics (AMGEN Category), History/Social Science, Science (AMGEN Category), Business

Lesson Plan Narrative:

Lord of the Flies Characters Create a Challenging, Cross-Curricular Business Venture

Why was this project the favorite of our sophomore students? It might have been the challenge to create the most innovative and profitable business venture, or perhaps it was the opportunity to determine what would be suitable to their chosen novel character. Of course, the students enjoy creating PowerPoint projects with their classmates, but they were definitely stretched to also use their math skills to plan the budget for their business island enterprise. Furthermore, designing a business that would be appropriate for the culture, climate, and economy of their assigned country added the world history and science challenge. Undoubtedly, it was the combination of these elements: the challenge, the creativity, and the cross-curricular relevancy that generated the excitement with our sophomore students. Literary Character Analysis: The five characters from Lord of the Flies are unique; each approaches their island dilemma in a different way. Students analyze the characters by deciding what kind of business venture would be suitable and appealing to their chosen character. For example, one group chose to build a resort spa created by Simon because “he is quiet, reasonable, has a peaceful demeanor, and loves the serenity of his special hiding place.” Their day-spa, “Isla de Paradisia” is shown in the attached PowerPoint slide handout. World History and Science Link: Our Lord of the Flies island is a newly settled island off the coast of one of the six major countries studied in World History; therefore, groups research the climate, demographics, topography, culture, and economy of the country before choosing an appropriate business venture. Each student in the group gravitates to their particular interest: science, math, literature, and history. A learning style survey is conducted prior to this project with the aim of balancing each team with a variety of skills. Understanding world cultures is essential to planning an appealing enterprise and goes far beyond textbook learning. Business and Math Aspect: Business ventures created have ranged from sports complexes to Disneyland-type attractions. Most included on-site restaurants appealing to the local food tastes as well as international options. Students researched start-up costs in
addition to pricing for admission or participation in the various attractions. Transportation from the mainland to the island is also a budgetary item. Students explain any adaptations taken to appeal to the local populace based on the country’s economy. Marketing is a vital element in the business aspect. During the PowerPoint presentation, students distributed brochures, webpage designs, and/or magazine articles highlighting the marketing mix: product, place, price, and promotion. They were also scored on the advertising sequence: attention, need, satisfy, and visualize. The attached marketing planning sheet aids the students in utilizing each step in their advertising. Students also created a TV commercial or U-Tube media promotion used to entice consumers. These have been very entertaining and probably generated the most excitement of all.

Multiple Learning Styles: A wide range of abilities and interests blend as students gravitate to their skills, preferences, and learning styles in media, finance, literature, history, technology, and business.

Assessment: The project is launched at the beginning of reading Lord of the Flies and culminates at the end of the unit with frequent revisits to the rubric (a portion shown here; see appendix for complete rubric) for clarification and reminders to include all aspects of the project. We provide an authentic audience of invited parents and other guests which raises the level of performance. The attached rubric details the entire assignment and is used by our ?judges.? Content and Career Technical Education Standards addressed: International Trade C2.1 Understand the ways in which cultural factors affect the marketing of goods and services. C2.5 Understand the ways in which a country’s natural, financial, and human resources influence international business. History-Social Science 10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China. English-Language Arts 3.4 Determine characters’ traits by what they say about themselves in narration, dialogue, etc. Foundation Skills: 5.3 Use critical thinking skills to make informed decisions and solve problems. 5.4 Understand how financial systems and tools are used to solve business problems. 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals. Highly Adaptable and Beneficial: Perusal of the standards addressed demonstrates the synthesis, analysis, problem-solving, and real-world application that is required. Additionally, positive student feedback regarding the high learning curve has been very gratifying. For example, one student commented that TV commercials or similar-type video projects had been assigned in other classes, but this was the first time that they had actually been instructed in the steps of advertising along with the marketing techniques. Students even saved their marketing planning sheet for a later assignment where we analyzed persuasive appeals used by the media. All students agreed that their awareness of the financial commitments involved in launching and maintaining a business was the most enlightening aspect of all. I am looking forward to this fourth year being the best yet. I enthusiastically recommend adapting this project to other literature and grade levels. (Note: The table embedded in the narrative did not show up properly, so I’m attaching it below along with one of my designated appendices.)

14
**Lord of the Flies** Characters Create a Challenging, Cross-Curricular Business Venture

Why was this project the favorite of our sophomore students? It might have been the challenge to create the most innovative and profitable business venture, or perhaps it was the opportunity to determine what would be suitable to their chosen novel character. Of course, the students enjoy creating PowerPoint projects with their classmates, but they were definitely stretched to also use their math skills to plan the budget for their business island enterprise. Furthermore, designing a business that would be appropriate for the culture, climate, and economy of their assigned country added the world history and science challenge. Undoubtedly, it was the combination of these elements: the challenge, the creativity, and the cross-curricular relevancy that generated the excitement with our sophomore students.

**Literary Character Analysis:** The five characters from *Lord of the Flies* are unique; each approaches their island dilemma in a different way. Students analyze the characters by deciding what kind of business venture would be suitable and appealing to their chosen character. For example, one group chose to build a resort spa created by Simon because “he is quiet, reasonable, has a peaceful demeanor, and loves the serenity of his special hiding place.” Their day-spa, “Isla de Paradisia” is shown in the attached PowerPoint slide handout.

**World History and Science Link:** Our *Lord of the Flies* island is a newly settled island off the coast of one of the six major countries studied in World History; therefore, groups research the climate, demographics, topography, culture, and economy of the country before choosing an appropriate business venture. Each student in the group gravitates to their particular interest: science, math, literature, and history. A learning style survey is conducted prior to this project with the aim of balancing each team with a variety of skills. Understanding world cultures is essential to planning an appealing enterprise and goes far beyond textbook learning.

**Business and Math Aspect:** Business ventures created have ranged from sports complexes to Disneyland-type attractions. Most included on-site restaurants appealing to the local food tastes as well as international options. Students researched start-up costs in addition to pricing for admission or participation in the various attractions. Transportation from the mainland to the island is also a budgetary item. Students explain any adaptations taken to appeal to the local populace based on the country’s economy. Marketing is a vital element in the business aspect. During the PowerPoint presentation, students distributed brochures, webpage designs, and/or magazine articles highlighting the marketing mix: product, place, price, and promotion. They were also scored on the advertising sequence: attention, need, satisfy, and visualize. The attached marketing planning sheet aids the students in utilizing each step in their advertising. Students also created a TV commercial or U-Tube media promotion used to entice consumers. These have been very entertaining and probably generated the most excitement of all.
Multiple Learning Styles: A wide range of abilities and interests blend as students gravitate to their skills, preferences, and learning styles in media, finance, literature, history, technology, and business.

Assessment: The project is launched at the beginning of reading Lord of the Flies and culminates at the end of the unit with frequent revisits to the rubric (a portion shown here; see appendix for complete rubric) for clarification and reminders to include all aspects of the project. We provide an authentic audience of invited parents and other guests which raises the level of performance. The attached rubric details the entire assignment and is used by our “judges.”

Content and Career Technical Education Standards addressed:

International Trade
  C2.1 Understand the ways in which cultural factors affect the marketing of goods and services.
  C2.5 Understand the ways in which a country’s natural, financial, and human resources influence international business.

History-Social Science
  10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.

English-Language Arts
  3.4 Determine characters’ traits by what they say about themselves in narration, dialogue, etc.

Foundation Skills:
  5.3 Use critical thinking skills to make informed decisions and solve problems.
5.4 Understand how financial systems and tools are used to solve business problems.
9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.

Highly Adaptable and Beneficial: Perusal of the standards addressed demonstrates the synthesis, analysis, problem-solving, and real-world application that is required. Additionally, positive student feedback regarding the high learning curve has been very gratifying. For example, one student commented that TV commercials or similar-type video projects had been assigned in other classes, but this was the first time that they had actually been instructed in the steps of advertising along with the marketing techniques. Students even saved their marketing planning sheet for a later assignment where we analyzed persuasive appeals used by the media. All students agreed that their awareness of the financial commitments involved in launching and maintaining a business was the most enlightening aspect of all. I am looking forward to this fourth year being the best yet. I enthusiastically recommend adapting this project to other literature and grade levels.

APPENDICES

1. Marketing Mix and Advertising Sequence

2. Lord of the Flies Scoring Rubric:
   - TV Commercial
   - Magazine Ad, Brochure, or Webpage
   - Oral Presentation (PowerPoint)

3. “Isla de Paradisia”—student PowerPoint project
MARKETING MIX (Use the checklist below when analyzing all promotional materials.)

PRODUCT: Explain benefits, features, how it works, energy/safety aspects, possible uses, and appeal.

PLACE: How and where will the product or service be distributed? Who is the target market? How will you achieve your desired image?

PRICE: How did you determine the price people will be willing to pay? What is the competition? What billing methods and terms of payment will be appropriate for your target market?

PROMOTION: Which media will be appropriate to reach your target market? When/why will you advertise?

ADVERTISING SEQUENCE (Follow these steps when planning each advertisement.)

ATTENTION: Alert your audience’s attention to the problem. Use catchy headlines with alliteration, paradox, rhyme, pun or play on words. Attract readers with words like new, now, and free.

NEED: Show that there is a need to solve this problem.

SATISFACTION: Outline a plan that will satisfy that need.

VISUALIZATION: Help the audience to see, or visualize, how this plan will solve the problem.

ACTION: Proclaim a specific action that will allow this plan to solve the problem “w/o delay”!

INCENTIVES: Arouse reader curiosity by promising something—a free offer, more miles per gallon, better service, coupons, etc.
MARKETING MIX (Use the checklist below when analyzing & creating brochures, sales letters, company overviews, and all advertising.)

**PRODUCT:** Explain benefits, features, how it works, energy/safety aspects, possible uses, and appeal.

<table>
<thead>
<tr>
<th>Product Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain benefits, features, how it works, energy/safety aspects, possible uses, and appeal.</td>
</tr>
</tbody>
</table>

**PLACE:** How and where will the product or service be distributed? Who is the target market? How will you achieve your desired image?

<table>
<thead>
<tr>
<th>Distribution and Target Market Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>How and where will the product or service be distributed? Who is the target market? How will you achieve your desired image?</td>
</tr>
</tbody>
</table>

**PRICE:** How did you determine the price people will be willing to pay? What is the competition? What billing methods and terms of payment will be appropriate for your target market?

<table>
<thead>
<tr>
<th>Price and Competition Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did you determine the price people will be willing to pay? What is the competition? What billing methods and terms of payment will be appropriate for your target market?</td>
</tr>
</tbody>
</table>

**PROMOTION:** Which media will be appropriate to reach your target market? When will you advertise and why?

<table>
<thead>
<tr>
<th>Promotion Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which media will be appropriate to reach your target market? When will you advertise and why?</td>
</tr>
</tbody>
</table>

ADVERTISING SEQUENCE (Use the checklist below when writing your magazine ad, sales letter, and script for your TV commercial.)

**ATTENTION:** Alert your audience’s attention to the problem. Use catchy headlines with alliteration, paradox, rhyme, pun or play on words. Attract readers with words like new, now, and free.

<table>
<thead>
<tr>
<th>Attention Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alert your audience’s attention to the problem. Use catchy headlines with alliteration, paradox, rhyme, pun or play on words. Attract readers with words like new, now, and free.</td>
</tr>
</tbody>
</table>

**NEED:** Show that there is a need to solve this problem.

<table>
<thead>
<tr>
<th>Need Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show that there is a need to solve this problem.</td>
</tr>
</tbody>
</table>

**SATISFACTION:** Outline a plan that will satisfy that need.

<table>
<thead>
<tr>
<th>Satisfaction Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outline a plan that will satisfy that need.</td>
</tr>
</tbody>
</table>

**VISUALIZATION:** Help the audience to see, or visualize, how this plan will solve the problem.

<table>
<thead>
<tr>
<th>Visualization Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help the audience to see, or visualize, how this plan will solve the problem.</td>
</tr>
</tbody>
</table>

**ACTION:** Proclaim a specific action that will allow this plan to solve the problem “w/o delay”!

<table>
<thead>
<tr>
<th>Action Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proclaim a specific action that will allow this plan to solve the problem “w/o delay”!</td>
</tr>
</tbody>
</table>

**INCENTIVES:** Arouse reader curiosity by promising something—a free offer, more miles per gallon, better service, coupons, etc.

<table>
<thead>
<tr>
<th>Incentives Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arouse reader curiosity by promising something—a free offer, more miles per gallon, better service, coupons, etc.</td>
</tr>
</tbody>
</table>
Lord of the Flies—Theme Park Project RUBRIC

Company Name:______________________
Students: ____________________________

____________________________

TV Commercial

Hook: catchy wording; gets audience attention ____/ 5
Copy/Script ____/10
- benefit & features of product
- entertaining
Signature/logo/contact info ____/ 5
Illustration/demonstration ____/10
- attracts attention; creates desire
- image connotes prestige or leisure
Blocking & Creativity ____/10
Marketing Mix (worksheet attached) ____/10
- Promotion, product, pricing, & place

TOTAL ____/50

Magazine Ad, Brochure, or Webpage

Analysis of effective/non-effective ads ____/10
Headline & Ad Layout: ____/10
- Clever wording & catchy lettering
- Appealing but not too busy
Copy ____/10
- benefit & features of product
- direct/concise
Signature/logo/contact info ____/5
Illustration ____/5
- attracts attention; creates desire
- image connotes prestige or leisure
Creator’s Note explaining: ____/10
- Marketing Mix, word choices, layout

TOTAL ____/50

Oral Presentation

Speaking skills ____/10
- No “um” or fidgeting
- Clarity and volume
- Eye contact (don’t read your notes)

Character Analysis: ____/20
- 3 quotes: character behavior & setting /10
- Explain why venture suits character
- 3 character traits linked to venture /10

World History aspect: ____/20
- Accurately details three aspects of chosen country
- Appropriately suits venture to culture
  …and economic situation of the people
- Adapts venture to climate and topography

Business aspect ____/20
- Innovative marketing plan
- Appropriate, detailed budget
- Demonstrates potential for profitability

Visual Aid: (PowerPoint or poster) ____/15
- Text is highly visible; appealing visuals /10
- Demonstrates effort (proofread) /5
- Organized with all aspects of project /5

Overall preparation and creativity ____/100

TOTAL ____/100
Isla de Paradisia

"Vive en paz"

Are you in need of a relaxing trip to Mexico's finest day spa? Well, at Isla de Paradisio you will feel serenity take the place of your usual stressful life.

Our attractions include:
• Saunas
• Massages
• Pedicures/Manicures
• Pools
• Exfoliating Treatments
• Seaweed Wraps

Pricing
• Level 1- $500/One king sized bed, choose 2 treatments.
• Level 2- $700/One king sized bed, choose 3 treatments.
• Level 3- $1000/One king sized bed, choose 5 treatments. Every level 3 room has a spa inside.
• All levels come with complementary breakfast and dinner.
• *You may upgrade any level for $100-150 depending on what you would like.

Information About Our Location
• Isla de Paradisia is an island off the coast of Mexico.
• Mexico’s topography has 2 mountain ranges in the north, extended from the Sierra Nevada. There are many rivers and a large plateau that is in northern and central Mexico.
• The weather in Mexico is hot and humid in the low areas but more moderate in high areas. Its tropical weather is perfect for a resort.

Economy and Culture
• Mexico has a free market economy where buyers and sellers are the only ones accountable for the choices they make. It is reliant on exports to the U.S.
• Mexico's culture consists of their religion, language, art, literature, holidays, sports, and cuisine. Also, family is very important to them.
• Vendors sell all sorts of fun keepsakes and souvenirs.
Simon Quotes

• “What I mean is, maybe it’s only us” (Golding 89).
• Simon reasons with the beast dilemma instead of the rest of the boys. He realizes their evil and believes that it is shown in the “beastie.”
• “Simon dropped the screen of leaves back into place. The slope of the bars of the honey-colored sunlight decreased; they slid up the bush, passed over the green, candle-like buds…” (Golding 57).
• This scene describes Simon’s getaway from all of the savagery of the island. He loves the serenity of his special hiding place.

Linked Traits

• Simon was chosen to represent our island resort because he is a quiet, reasonable person with a peaceful demeanor.
• Simon’s hiding place has been used to design our resort. We captured its serenity by making our resort secluded from our hectic society.
• Simon used his special place to unwind, and we wanted our resort to bring relaxation to even the most worrisome people.
Grant #: 9

District: Oxnard Elementary
School: Fremont
Participant(s): Barry Shiffman, Paul White, , , ,

Lesson Plan Title: Garden Communities For Growth and Change
Lesson Plan Grade Level(s): 6, 7, 8
Lesson Plan Subject Area(s): Language Arts/Reading, Mathematics (AMGEN Category), Health, Science (AMGEN Category), Physical Education,

Lesson Plan Narrative:
GRADE LEVEL(S) APPLICABILITY: 7th and 8th grade

PROJECT TITLE: Educational Ag Garden

PURPOSE OF PROJECT: The purpose of the educational garden is to enhance curricular activities across the curriculum, to develop an understanding and appreciation for the natural science, and to build a community effort between staff, student body, parents, and surrounding community.

STANDARD(S) ADDRESSED: Several standards will be addressed with an educational garden. Examples are: Math: 1.2 Construct and read drawings and models made to scale. 2.3 Compute the length of the perimeter, the surface area of the faces, and the volume of a three-dimensional object built from rectangular solids. Understand that when the lengths of all dimensions are multiplied by a scale factor, the surface area is multiplied by the square of the scale factor and the volume is multiplied by the cube of the scale factor. Language Art: Reading 2.2 Locate information by using a variety of consumer, workplace, and public documents. Writing: Writing Strategies 1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts. Research and Technology 1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research. Science: Investigation and Experimentation Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

EXISTING CONDITIONS
The educational outdoor garden is an extension of the regular school programs and facilities. Currently general school funds are not made available to provide for the materials needed to establish the garden. Current supplies and material have been gathered either through donations or grant funding.
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>RELATED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>State the specific learning outcomes you wish to achieve.</td>
<td>Describe the educational activities that you have designed to meet the stated objectives.</td>
</tr>
<tr>
<td>1. Students will be involved in spatial design and layout, with emphasis on</td>
<td>1a. Students will create scaled blueprint designs of how the different gardens shall be</td>
</tr>
<tr>
<td>student accessibility, plant resource requirements, and esthetics.</td>
<td>laid out, with attention given to irrigation, sun exposure, accessibility, and material used.</td>
</tr>
<tr>
<td></td>
<td>1b. Students will use the Sunset Guide to planting, and other printed resources to determine which plants are appropriate for our zone location and seasonal preferences.</td>
</tr>
<tr>
<td></td>
<td>1c. Resource material will also be used to determine water allocation, soil requirements, and necessary fertilizers.</td>
</tr>
<tr>
<td>2. Students will use measurement and mathematic skills to design garden areas,</td>
<td>2a. Students will be supervised in the use of tape measures, and other appropriate tools to build wood, rock, and brick raised beds.</td>
</tr>
<tr>
<td>construct raised garden boxes, determine efficient plant spacing, and appropriate soil mixture composition.</td>
<td>2b. Students will construct planting lines that will help facilitate appropriate spacing of garden vegetables.</td>
</tr>
<tr>
<td></td>
<td>2c. Students will use the concept of ratio to mix soil with appropriate compost and fertilizers.</td>
</tr>
<tr>
<td>3. Students will use language arts skills to develop and announce fund raising programs to raise money, supplies, and community support.</td>
<td>3a. Students will create posters and flyers to advertise fund raising activities such as car washes, bake sales, and farmer markets.</td>
</tr>
<tr>
<td></td>
<td>4a. Students in their science curriculum will design experiments that will answer questions relating to effective plant growth and their nutrient requirements, as well as the germination process.</td>
</tr>
<tr>
<td></td>
<td>5a. Students will research different types of gardens that are found throughout the world and that were used during different historical periods, (e.g. Victoria Gardens, Medieval Gardens, Native Plant Gardens, Beneficial Insect Gardens, etc….)</td>
</tr>
<tr>
<td></td>
<td>6a. Students will use the Sunset Guide to planting, and other printed resources to determine which plants are appropriate for our zone location and seasonal preferences.</td>
</tr>
<tr>
<td></td>
<td>6b. Resource material will also be used to determine water allocation, soil requirements, and necessary fertilizers.</td>
</tr>
<tr>
<td></td>
<td>7a. Students will plant, water, care for, and harvest fruits and vegetables throughout the year.</td>
</tr>
</tbody>
</table>
4. Students will use the scientific method to develop their skills of observation, questioning, hypothesizing, testing, and evaluation.

5. Students will use social science skills to develop theme gardens that are found throughout the world.

6. Students will use reading and evaluation skills to determine appropriate vegetation for the area and season.

7. Students will gain the knowledge, understanding, and appreciation for the agricultural process needed to produce edible foods that are found in grocery store.

8. Students will use academic skills across the curriculum in supporting, maintaining, and constructive use of the educational garden.

8a. The entire ¾ of acre garden area will be divided into seven separate gardens, one for each academic discipline. Each academic discipline will design and use their garden area in ways that are suitable to enhancing their individual curriculums.
<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>TRANSFERABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you evaluate your project? What methods and procedures will you</td>
<td>What will the benefits of your proposal be to other students, not just those</td>
</tr>
<tr>
<td>use to ensure that the students reach the objective?</td>
<td>students for whom the grant was written?</td>
</tr>
<tr>
<td>Students will:</td>
<td></td>
</tr>
<tr>
<td>1 - Generate blue print designs.</td>
<td>The educational garden will be developed with the entire school community in</td>
</tr>
<tr>
<td>2 - Build raised garden beds.</td>
<td>mind. The ¾ acre area will be divided into seven individual gardens, one for</td>
</tr>
<tr>
<td>3 - Plant, care for, and harvest agriculture products.</td>
<td>each academic discipline. Not only will each department have access to the</td>
</tr>
<tr>
<td>4 - Design posters and flyers</td>
<td>garden, but there will be an area for an after school garden club that will</td>
</tr>
<tr>
<td>5 - Measure and use math skills to design gardens and raised beds.</td>
<td>help support and maintain the gardens.</td>
</tr>
<tr>
<td>6 - Students will research and plant theme gardens.</td>
<td>At risk students in the opportunity class will have access to the garden to</td>
</tr>
<tr>
<td>7 - Design and carry out plant experiments.</td>
<td>foster a more positive attitude towards school, as well as teach lessons on</td>
</tr>
<tr>
<td>8 - Create essays, poems, and art projects using the garden as their</td>
<td>responsibility and nurturing for living things.</td>
</tr>
<tr>
<td>central theme.</td>
<td></td>
</tr>
</tbody>
</table>

The severally handicapped class will be able to use the garden to provide
for life skills training that are not possible in a regular classroom
environment.

A whole community effort will be encouraged between students, PTA, staff,
and local businesses to build and maintain the garden.

Vocational skills that are not introduced in a regular class setting will be
enriched and experienced.
What other evaluation tools be used? (Papers, video tape, presentation, test scores, etc.)

Results of the educational garden will be video taped, made into a display board, and the physical garden structure will be evidence of the success of the project.

Essays and assignments, with garden items and processes as their central theme, will be turned in from the various departments.

A celebratory barbeque will commemorate the opening of the educational garden. Students, staff, community members, and district personal will be invited to participate in the event.

News media will be invited to cover the ongoing development of the educational garden. These news media articles will be presented to the Foundation as evidence of a successful implementation of the garden project.
District: Oxnard Union High School District
School: Oxnard High School
Participant(s): Lorna Gonzalez, , , , 

Lesson Plan Title: Choice Reading Unit
Lesson Plan Grade Level(s): 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Lesson Plan Subject Area(s): Language Arts/Reading, Foreign Language, History/Social Science, Health,

Lesson Plan Narrative:
In this contemporary society, where text messages and video games all too often replace hand-writing and sustained reading, the new challenge for teachers is to make traditional learning objectives meet contemporary learners. This unit takes the traditional book report/book review and adds an online blog component. Students each maintain and design their own blog pages (privacy and permissions required). They post their book reviews to this online site, and then they are invited to read and respond to one another's posts. In doing so, they are reading for a real purpose, and writing to an audience that is not just their teacher but also their peers and other readers online. In fact, a ClusterMap on the site shows the students that people from all over the world are reading and commenting on their blogs! This independent choice-reading unit addresses the California State standards for English Language Arts in both reading and writing. Specifically for ninth grade students, writing standard 2.2 states that students are to, ?write responses to literature?. This is accomplished in the daily reading response journals, as well as within their final book reviews. Reading standard 2.4 requires students to demonstrate reading comprehension by synthesizing content that deals with an issue, and be able to paraphrase ideas and connect them to related topics. Students synthesize weeks of reading and reading responses by writing book reviews, which are required to include some plot events, character evaluation, theme, and recommended readers. Their culminating work demonstrates proficiency toward this standard. Additionally, the ninth and tenth grade frameworks include a research and technology standard that is addressed by this unit: ?1.8 Design and publish documents by using advanced publishing software and graphic programs?. While the students may not be using Frontpage or Microsoft Publisher, they are using a web-design interface with publishing capabilities. This unit can be adapted to include more sophisticated types of software and graphic programs. Across grade levels, teachers encourage students to complete independent reading practice. With this unit, students practice and publish in a meaningful medium. For this choice reading program: students select independent reading books to read over a two-to-eight-week period; they keep regular reading response journals in which they practice the reading strategy or literary device (i.e.}
narration) from the greater course content; they look at sample book reviews to determine what aspects distinguish a book review from other texts (or book reports); they write a book review for their choice reading; then, they publish their book reviews online in student blogs. In a later visit to the blog site, students read each others’ book reviews and develop questions about the books. In some cases, students choose their next choice reading based on recommendations they read on classmates’ blogs. Feedback from students confirms that the process is fun, but with an added academic bonus. To better illustrate the unit, I will share Jackie’s story. Jackie was a student in my ninth grade reading intervention class in 2008-09. She spoke Spanish at home and with her friends; she spoke English in her academic classes. My class was designed for students reading at a fourth grade level, in order to help them acquire grade level reading and writing skills in English. At our first visit to the library, Jackie, with the help of our teacher-librarian, selected a thirty-page ELD version of Shakespeare’s Romeo and Juliet. Our class visited the library in two-week intervals; and with each visit, Jackie’s selection became more advanced. When we visited the computer lab, Jackie had surprisingly little experience with the Internet. She personalized her blog page with a pink, green, and blue background with pink text and happy faces. Over the course of the semester, she posted two book reviews, utilizing the scaffold (EL strategy), and has since received over 177 visits to her page. In her reading portfolio, she said “I am happy that people are reading my blog.” Her final recommendation, First Crossing: Stories About Teen Immigrants, was the most-requested book by students who had read her blog this year. This unit gave her purpose: she read for herself, wrote for a real audience, and impacted the choices of students she has never met. An unexpected result of this unit was Josh’s development as a writer. Josh took my ninth grade college preparatory English class in 2007. After selecting books for our choice reading program, Josh posted frequently to his blog. His enrollment in my class had long since passed, and I stumbled across a new blog of his, “The Jlog” (Josh + Blog = Jlog) hosted by Google’s “blogspot”. He used this site to post reviews, a genre of writing he credited with learning during our choice reading posts. He reviewed new sodas, music albums, and television shows. He has developed a unique voice and style, and he is indeed a writer. This unit of instruction gives an old lesson a more modern look and feel, and can be used for nearly any grade level. It has been implemented in fifth through eleventh grade classes, for honors and for intervention/at-risk students. Since I am teaching a ninth grade reading intervention class for the 2009-10 academic year, the curriculum will be described as designed for that class (including modifications for SPED and EL populations of students. While it is only a tangential portion of the mainstream curriculum, and it may not turn every student into a reader or writer, it does provide a way for them to experience the success of publishing their opinions for a real readership. As a reading teacher, I am thrilled every time a self-proclaimed non-reader recommends a book to a peer, and then that student is validated by his or her friend’s selection of that book for the choice reading. Better yet, students receive comments from other students across the country. This unit is time-tested and student-approved!
NOTE: (This handout was used to introduce the program to a college preparatory class) Below this handout is one used for my Reading Intervention class on our first library visit. Theirs was a more guided/structured experience; whereas, the college preparatory class was more advanced from the start. The point is that both courses utilized the blog for publishing book reviews. The final handout included on this document is a sheet of instructions for posting the book review to the blog.

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**ENGLISH STUDENT CHOICE SILENT SUSTAINED READING (SSR)**

*First Semester, 2007*

**OVERVIEW**

Research has shown that the more students read, the better vocabulary they acquire; the more vocabulary they acquire, the better writers they become; and so on. An important part of your grade for English involves choosing and reading great books on your own. We will read quietly for the first ten to fifteen minutes of class on Mondays, Wednesdays, and minimum days, but it will be necessary for you to complete some of the reading outside of class.

**GUIDELINES**

This program will be conducted during the second quarter.

- Your book(s) should be selected from the “recommended high school reading list,” available from Oxnard Union High School District (or approved by me).
- Your book(s) should be at least 200 pages in length.
- You must bring your book to class each day. Otherwise, you will lose points, be assigned reading, and be responsible for turning in a summary of what you read.
- Should you finish the first book you selected before this program ends, do check out another book.
- You must keep a log of the pages you read, but you are also responsible for turning in one (1) **dialectic journal per week**.

**BOOK COMPLETION CARDS**

Please record the bibliographic information of each book you read onto a note card. This will go into your English portfolio.

Follow formatting and punctuation guidelines EXACTLY as they appear.

**BIBLIOGRAPHIC INFORMATION**

<table>
<thead>
<tr>
<th>Sample</th>
<th>Example</th>
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<tbody>
<tr>
<td>Name</td>
<td>Jill Noonan</td>
</tr>
<tr>
<td>Teacher</td>
<td>Mrs. Gonzalez</td>
</tr>
<tr>
<td>Class</td>
<td>English 1</td>
</tr>
<tr>
<td>Date</td>
<td>27 November 2007</td>
</tr>
<tr>
<td>Author's Last Name, Author's First Name. Book Title. Place of Publication: Name of Publisher, Date of Publication, Number of Pages.</td>
<td>O'Brien, Tim. <em>The Things They Carried</em>. New York: Broadway Books, 19990, 246 pages.</td>
</tr>
</tbody>
</table>

**SUMMARY INFORMATION**

When you finish the book, you will respond to the writing prompt provided. Your response should be about five to seven sentences long, and written on the back of the card.

(Choose one)

1. Provide a short description of the story. What happened?
2. What message or theme did you take away from the story?
3. Who (what audience) would enjoy this book? Who would not?
4. Evaluate the story. Did you like it or not? Why?
ASSESSMENT

Your grade for this reading program will be based on: 1) the reading you do in class 2) your reading page log 3) your weekly dialectic journals with at least four (4) quotes/comments 4) your annotated bibliography cards with summary on the back, and 5) a final project.

The final project will be a book review of one of the books you read. More directions will follow.

READING LOG

In a notebook or on an excel program, you should make a log like the one below. Then, you will record how much you read, every time you read. Have this with you in class on SSR days. I will be checking it for completion.

<table>
<thead>
<tr>
<th>Book Title/Author</th>
<th>The Things They Carried / Tim O’Brien</th>
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<tbody>
<tr>
<td>DATE</td>
<td>START PAGE</td>
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<tr>
<td>1. 11/28/07</td>
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DIALECTIC JOURNAL

Recall that each week, you must turn in one (1) dialectic journal with at least four (4) quotes and analyses. You should be using the following strategies: CONNECT, CLARIFY, EVALUATE, VISUALIZE, PREDICT, QUESTION. In addition, you should respond to the following literary elements: CHARACTERIZATION, THEME(S), SIMILES/METAPHORS, RISING/FALLING ACTION, CLIMAX, CONFLICTS/RESOLUTIONS, etc. Each analysis in the “commentary section” should utilize a different strategy or fiction element.

In your journal, on a piece of paper, or on a computer, create a chart similar to the one below. Remember: a new dialectic journal will be turned in each week.

<table>
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<th>Title: ___________________________</th>
<th>Name</th>
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<tr>
<td>Author: _________________________</td>
<td>Date</td>
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<td>Period</td>
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NOTE: This is the handout for the reading intervention course.

**LITERATURE SURVEY LOG**

**Directions**: You select a book from the cart and take it to your assigned seat. Then, you will read the first page, **front and back**. Fill in your responses in the spaces below. **YOU MUST DO THIS FOR AT LEAST THREE (3) BOOKS TODAY.**

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<th>Book #1</th>
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<td><strong>I like this book</strong></td>
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Today, you must post your book review to your personal blog site. Follow the directions below:

I. Type assignment
Type your assignment in Microsoft Word, so that you can spell and grammar-check before pasting it into your blog.

II. Post to web page
1. Open Internet Explorer
2. Go to our class web site: http://ohsenglish.googlepages.com
3. Click on “OHS BLOG”
4. In the right margin of the web page, find your name and click on it. That will take you to your web site.
5. At the top of the web page, click where it says “Login”
6. Type in your First (space) Last name (be sure to capitalize your first initials)
7. Type in your password (unless you changed it, the class password is ______________)
8. Then, click Enter.
9. At the top of the page, click on “Articles”. This will open a new window.
10. Title your article _______________________
11. In the large box, type or paste (from Word) the body of your article.
12. When you are done, be sure to check the box next to the words “request publishing”
13. Finally, click on save article to submit your work.
14. The window does not close automatically, so you can X out to return to your page.

After you finish and submit your assignment, you may add other articles, personalize your blog, visit other blog sites, or go to www.freerice.com and have some fun.

NOTES:
Sample
If you enjoy action, mystery, and tragedy, then you should read To Kill A Mockingbird, a fictional American novel by Harper Lee. It tells the gripping story of Scout, and her brother Jem, children who learn about growing up during the Great Depression and how to have the courage to face an unkind world. The best part of the book is when their father, Atticus, defends an innocent man on trial for a crime he did not do. As a reader, you get attached to the scene and you want to know that he will be found innocent. It is an intense part of the plot. However, it is also the worst part of the book because the jury finds the accused man guilty in spite of the facts, and the man eventually dies. After reading it, I have learned that the world is not always kind. The circumstances of a person’s life and time period can put him or her in a tragic position. I also learned that even innocent children, like Scout and Jem, have to learn hard lessons as a part of growing up in our world. Intense and informative, this book is definitely a must-read!

Structure
If you enjoy (noun), (noun), and (noun), then you should read (TITLE), a (genre) by (author). It tells the (adjective) story of (character(s)) who (main plot information—what do characters do/what is their conflict?) . The (best/worst) part of the book is when (what happens at the best/worst part of the book?) . After reading it, I have learned (what theme/message/moral have you learned?) . (Adjective) and (adjective), this book is definitely a (must/horrible)-read!

Sentence Frames
If you enjoy , , , and , then you should read , a by . It tells the story of . The part of the book is when . After reading it, I have learned . and , this book is definitely a -read!

IMPORTANT NOTES:
Write your book review in complete sentences and include all of the essential information: Title, author, genre, main plot/conflict, main characters, theme, and (most importantly) your OPINION (backed up by evidence from the book itself). Do not simply say the book was boring or cool. Use academic diction and explain your opinion.
Readers from many places (commenting, too)

Jackie’s book review – May 2009 (with EL scaffold)
Jacob’s book review - January 2010 (no scaffold)
**Lesson Plan Narrative:**

Slaying the Beast of Academia by Practicing the Habits of MindA Hero's Journey through The OdysseyGrades 6 - 12, Language Arts, Social Studies, Art History

This unit helps to demystify the requirements needed to become a modern day hero—one who can slay the beast of academics?by examining the habits of mind on the hero's journey in The Odyssey so students can release the hero residing in each and every one of them. Students reflect on the habits of mind to learn how to become more self-directed learners who are capable of accomplishing seemingly impossible tasks like earning desired grades in high school, positively interacting with friends and family, not giving up when the going gets tough, becoming problem solvers, etc. Using Odysseus's journey in The Odyssey, students analyze Odysseus's actions to link the habits of mind with cause and effect. Throughout the unit, we discuss how students can apply these observations to their own lives to decide which habits of mind they need to continue developing to experience success in their own lives. Listening with understanding and empathy, managing impulsivity, persisting and persevering, precision of language and thought, drawing on past experiences, thinking flexibly, questioning and solving problems, thinking about thinking, and creativity are the habits of mind they practice and apply to the Hero's journey to help them understand that they also have the ability to achieve tasks they once found insurmountable. I created this unit to support student learning when I was assigned a class of students who had the lowest academic scores in the high school. Many of these students had no belief in their abilities and needed to have the learning process demystified so they could partake of learning opportunities presented daily. Using an exciting and controversial character such as Odysseus provided an interesting and safe vehicle for discussion of which specific habits of mind were needed to achieve tasks. Students were able to become dispassionate observers of habits that make them more self-directed learners able to practice self-management, self-monitoring, and self-modification to help them learn. I created a rubric where they took an initial self-assessment to see if they even knew what the terms meant and whether they practiced any of the elements described. These were students who initially were rarely on time to class, rarely had materials, and weren't
engaged in learning. As the unit progressed, their grades also improved since they began studying for vocabulary tests and quizzes and applied the habits needed to succeed. When we finished the unit we revisited the initial assessment to note growth on their way to becoming students who had the power to see that they have the potential to become the masters of their own universes. To make their learning visible, I created a new Odyssey project from an idea I had created and used with my EL seniors when they read Beowulf. With the Bayeux Tapestry as inspiration, I had my students create panels depicting important parts of the epic story of The Odyssey. First we discussed how the Bayeux Tapestry was much more than a piece of embroidery in the shape of a gigantic comic strip. They learned that it was an important source of information about the Norman Conquest of England, depicted in scenes of great detail. Students were intrigued by scenes depicting William of Normandy's fleet of ships and his journey across the English Channel to Hastings. As our class launched into reading The Odyssey, the tapestry provided an example of a visual product that they were going to create to evidence aspects of their learning. They created their own panels transforming the powerful written epic into vivid visual scenes where Odysseus was larger than life in his confrontations with monsters, seductresses, and evil, and students analyzed which habits of mind were required for Odysseus to triumph over each type of adversity. Students selected quotes for their panels, properly cited them according to MLA format, detailed habits of mind required, wrote about main ideas and symbols and discussed their ideas with partners and small groups to enable them to derive deeper meanings from The Odyssey so they could transfer strategies to their own struggles. Panels needed to be fluid, blending into each other, so students had to work closely with those whose panels preceded and proceeded from their own. Then they formed a living tapestry as they joined their panels and told their Odyssey segment and habits of mind used to bring the ancient epic to life. On a grand scale, although Odysseus’s actions and successes were larger than day-to-day life, these stories brought about the mythical importance of optimism and the persistence and perseverance required to endure their own life’s challenges. Throughout the unit, this project incorporated a wide range of student modalities for expression of the final product. Different student strengths were accessed through the variety of modes of expression, cooperative learning, and divergent thinking incorporated in this project. Students accessed technology and incorporated research skills and computer use in their quest for information to support the various panels in this unit. Students drew upon their critical thinking skills and imagination. They used interpersonal skills involving cooperation and compromise to reach consensus in order to create their tapestry with its specific set of colors and borders to be used by all students involved in the project. They met in groups to discuss their individual panel assignments and get peer input regarding important elements in each scene concerning overall themes, symbols, important cultural information, hero cycles, etc. They dramatically formed their living tapestry by interlocking their panels and telling the epic tale orally as they joined their panel to the one before it. This project began at the beginning of the epic unit and took a minimum of four weeks with time reading and discussing the epic, habits of mind, and the hero cycle. Additionally, students examined literary heroes and real world equivalents as they discussed various qualities exhibited throughout different cultures and times. Internet research helped students become aware of the changing attributes of heroes and the role of media in the perception of heroes. They especially focused on how habits of mind enable individuals to succeed and what aspects of past and
present unite us as fellow human beings. This unit was implemented in an EL class, a heterogeneous class, an a GATE class of high school freshmen students; students met with success because this project appeals to the varied talents of students--innovative thinkers give birth to dynamic ideas, artists design effective scenes, speakers dramatically present information, and kinesthetic learners create concrete aspects of a work of literature through panels and physicality as they form the living tapestry. This project could be used with any literary work or historic event to transform abstract concepts into vivid concrete renditions.

State Framework: This unit supports many elements of the Framework: Use of precise language and sensory details in writing, high level thinking activities, interdisciplinary and group activities, accessing technology, integration of listening, speaking, reading, and writing that guide students through a range of thinking processes. The Framework also encourages collaboration as well as writing tasks that include presentation. Students: GATE to resource students as well as English Language Learners benefit from this activity with success and high interest for all. Materials: Paper for panel scenes, markers, text of Odysseus epic, info/sample of Bayeux Tapestry. Outside Resources: Internet
Drawing of ODYSSEY Tapestry:

1/2" border
--pencil first
--share with student panels before and after your assignment (try to extend your panel to show that they are connected)
--show teacher BEFORE you color in --color

Colors: Only use these colors: BLACK, GREEN, BROWN, RED, BLUE, YELLOW

Each panel piece must have 1 or more quotes + citation. State theme for section!

1. Title Panel – THE ODYSSEY—Symbols and overall theme

2. THE ODYSSEY (JOURNEY) MAP, p. 888-889

PART ONE: THE WANDERINGS:

3. "Calypso" p. 891
4. "I am Laertes' Son" p. 895
5. "The Lotus Eaters" p. 898
6. "The Cyclops" p. 899
7. "The Witch Circe" p. 911
8. "The Land of the Dead" p. 914
9. "The Sirens" p. 916
10. "Scylla" p. 916
11. "Charybdis" p. 917
12. "The Cattle of the Sun God" p. 922

PART TWO: COMING HOME

13. "The Meeting of Father and Son" p. 929
15. "The Test of the Great Bow" p. 936
16. "Death at the Palace" p. 941
17. "Odysseus and Penelope" p. 944
18. The Hero, symbols
Criteria (Grading Rubric)

Reading 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.

1. Main idea of assigned section is illustrated effectively ____ 30
2. Evidence of effort as shown in finished product w/connections ____ 20
3. Theme statement of section clearly stated ____ 10
4. Habits of mind evidenced by characters are noted ____ 10
5. Quotes are properly parenthetically cited with Works Cited ____ 20
6. Oral presentation uses effective speaking skills ____ 10

TOTAL ____ (100)
**Learning Goal:** Reflect on the habits of mind and how they help you to become a more self-directed learner. As a self-directed learner, you are able to practice self-management, self-monitoring, and self-modification to help you in your learning. Mark honest appraisals for each habit of mind that you used in this learning activity.

<table>
<thead>
<tr>
<th>Criteria</th>
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<th>2 APPRENTICE</th>
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The Cattle of Helios

As I had every day before,
When I make my way through the skies,
As soon as it was noon,
While I passed over my island,
I noticed my cattle were gone.

Because I saw Odysseus flee,
Once I saw my cattle on his ship,
Though the message couldn’t have been more clear,
Since he could not bring my cattle back to life,
I made sure that Zeus would punish him and his men.

I noticed my cattle were gone while I passed over my island.
I made sure that Zeus would punish him and his men since he could not bring my cattle back to life.
African Trickster Tales

Can you relate to the moral, No act of kindness, no matter how small, is ever wasted?

To make this and other morals concrete and relevant, first through fourth grade students wrote African Trickster Tales. Throughout a student driven global studies project about Africa, many California grade level content standards were uncovered (see attachment). To support student perspective and understanding about the diverse continents, countries, and cultures of the world, third and fourth grade students studied Africa with their first and second grade little buddies. For a pre-assessment, students created the ?Know? section of a KWL chart and interviewed other peers and adults about Africa to show that most people actually know very little about the continent. Then students learned about African geography by locating Africa on a world map and made an artistic collaborative representation of Africa showing the countries. To better understand different countries, students read books about countries, animals, and folktales (Reading), engaged in literary activities like flipbooks and information webs (Language Arts), started an African garden growing African crops (Outdoor Education), created beautiful art like Kente cloth (Tactile Arts), studied African geographical features and animals that live in Africa (Science), and to integrate math they played Mancala and solved African story problems (Mathematics).

To connect students to the community, we invited students from the local high school who are part of Schools-to-Schools to discuss the ?Invisible Children of Africa?. They presented information to our students about conditions in Uganda, emphasizing that the children may live in camps and not go to school because their homes and schools have been destroyed as a result of a long war. Students saw a bracelet that was made from twine in the Nile River and then they made their own bracelets to donate. Students were so inspired that now for the tragedy in Haiti, students are making and selling bracelets to raise money for children in Haiti. Once students had a foundational understanding about Africa, students and teachers collaboratively decided how to move forward with the study and chose to write and perform African trickster tales. To promote creativity, multi-age dynamics, cooperation, and support achievement, students were grouped with their buddy and another buddy group so there was a first, second, third, and fourth grader in each group. We read, listened
to, analyzed, and discussed African folktales to prepare for writing. Working collaboratively, students chose characteristics for their characters, chose a moral for their story, developed the setting, developed the literary elements of their tale, and then made storyboards representing the beginning, middle, and end. Using these frameworks, students wrote a script together by taking turns saying and writing their character lines, writing one cohesive trickster tale (Writing). Once scripts were taken through the writing process and typed, students began rehearsing for their performance. Students learned performance skills like blocking, theatrical vocabulary, (Theater), and memorizing and expressing character lines and actions (Speaking). To bring their folktale performance to life, students wanted to create costumes, backdrops, props, and instruments. After learning about African masks, each student made a plaster gauze facemask for their animal character, which they painted with acrylic paint and decorated with accessories (Visual Art). For their backdrop, students made a life size Paper Mache tree, a mosaic backdrop of the Savannah, and a waterfall. Each group made personalized props necessary for their folktale. Finally, for the musical component, students made rain sticks and drums, which they constructed and painted with African patterns (Music). To use their drums together, students sang the song Jambo, and performed the Liberian Welcome Song with hand movement choreography (Dance). The student driven culminating event, African Trickster Tales, was a magical experience that students shared for other students during the daytime and parents at night. Following the culminating event, students and teachers engaged in one-on-one conferences to discuss their experience and what they learned, students revisited the KWL chart, students engaged in a self-evaluation, and teachers used a rubric for a summative assessment of student work and participation. Students expressed their excitement, felt successful with their collaborative efforts, and were proud of their performances. Shortly after our project, several students joined theatrical groups in Ventura, many began reading folktales from other parts of the world instinctively comparing and contrasting them, families were inspired to travel to Africa, and one student supported the local high school girls in their venture for the invisible children of Africa. One aspect of the project I enjoy is when my students connect our real life experiences to the morals in our trickster tales, demonstrating their critical thinking and application of what they learned and experienced.
Lesson Plan Title: Ugh...Another Museum!
Lesson Plan Grade Level(s): 1, 2, 3, 4, 5
Lesson Plan Subject Area(s): Language Arts/Reading, History/Social Science, Visual Arts,

Lesson Plan Narrative:

Ugh...Another Museum! A Major Impact on Student Learning? Grades 2-5 Visual Arts, Reading, Writing, and History

Ugh...another museum! Florence Parry Heide captures the feeling of most children in her book Some Things Are Scary (No Matter How Old You Are) when she says, ?Being with your parents in an art museum and thinking you?re never going to see the exit sign is scary.? As a result of our art program our students don?t feel that way. In fact, they are begging to go to the museum! The Important Thing About the Artist Journal

To make a trip to the museum meaningful, and not so scary, experience we build a connection to the artists and their work. We study one Master Artist per month such as Picasso, Degas, Monet, Renoir, van Gogh, Pollack, and Cassatt. We introduce each artist using kid-friendly literature by Lawrence Anholt and the Smart About Art series as well as videos from the Kids First! Biography Series. After learning facts about the artists? life and seeing examples of their artwork the children write in their Important Thing About the Artist Journal in the style of Margaret Wise Brown. We begin by identifying the most important thing about the artist?s style and influence. The class works together writing details from the story and video. Creating Art

Let the fun begin! The students will work towards becoming a ?Master of the Arts? by creating art inspired by the original Masters. To help facilitate the artwork we provide the students with information about how the artists painted. For example, Monet painted en plein air, or outdoors. The Usborne Book of Art series and Evan-Moore?s How to Teach Art to Children provided inspiration for several of the projects. The students experiment with art mediums including crayons, watercolors, oil pastels, chalk, tempera paint, tissue paper, and even clay.

If you visited our classroom at this time you may end up covered in paint or roped into washing brushes. Off to the Museum

Do you spend more than thirty seconds looking at a painting? Our students have learned that it takes time to notice the details in the painting and taking time to study a piece can be fun. Now that our students have made a connection to the artists they will get to enjoy an up-close look at the masterpieces at the J. Paul Getty Museum in Los Angeles. Some of the paintings they see will be ones they recognize from class; others will be pieces they have never seen before. The students become art detectives as we tour the
museum using our "My Trip to the Getty" journal, which is full of activity pages we created to help encourage students to get involved with the artwork. Wow, what a trip! Our Art Gallery Throughout the year we save the art projects for display at our Open House. We turn our classrooms into mini museums. The museums are interactive and the students act as docents, touring their families through our art gallery. They use the ABC Art Museum sheet to help guide their tour. All around the room the students find letters that correspond with artists, elements, or techniques we have studied. The students and their families also listen to our audio tour. Prior to Open House, the students work in teams to write about some of our Impressionist artists. The children make a tape recording, each child reading a line, about the artists. We try to make our Open House like a real art gallery opening with amazing never-before-seen artwork, information about the artists, docents, audio tours, not to mention crackers and sparkling water. The Art Party As a culmination to a year of art we have transformed our end of the year celebration into an art party! We have every kind of art project you can imagine. The students are free to explore and participate in any activity that sparks their interest. They can use food coloring pens to decorate cookies, paint on easels en plein air, design their own t-shirt, create a collaborative mural, complete van Gogh and Monet art puzzles, play art card games, play Getty Games and NGA Kids on the computer, create a scratch art bookmark, or use acrylic paint on their own mini canvas. The kids had a great time being an artist. They were so engaged we never once heard "I'm bored". It was a party no one wanted to come to and end. Never Say "Ugh"! Again Our students loved art and the museum so much they wanted more. We arranged to meet the students and their families one Saturday at the Norton Simon Museum in Pasadena for another look at some amazing art. They revealed the impact of the experience in their words: The following year Tessa sent a Valentine to her teacher. It read: "You brought art into my heart." At a School Site Meeting Aliya's mom shared: "We went to a museum and Aliya walked right up to the docent and asked where she could find artwork by Monet, van Gogh, and Degas. The docent was shocked to see such a young girl so interested in art. He asked where she had learned about them and she said, "From my teacher." After summer vacation Amari came back to share: "I went to Washington, D.C. to see real artwork by Leonardo da Vinci!" Lily's mother reported: "Lily made me pull out the calendar and mark a day to take her back to the Getty. She wanted it in writing!" Caitlin, now a third grader, is still very interested in art: "I went to see a Rembrandt exhibit at the Getty." Gigi exclaimed: "I have an art book my grandma gave me. I read it every night." This art unit meets Visual and Performing Arts Standards 1.2, 13, 2.1, 2.2, 2.3, 2.4, 3.1, 4.2, 4.4 Language Arts Reading Standards 2.5, and Writing Standards 1.1, 1.2. Assessments: In-class journal writing, response to art in Getty Book, Norton Simon Scavenger Hunt, teacher observations.
Lesson Plan Narrative:

Since co-writing the GeoScience curriculum for my district three years ago, I have dedicated myself to ensuring that the new curriculum is innovative, creative, and technology based. The activities selected for this unit were chosen on relevance to the California State Science Standards - 4b-d, 6c-d, 7b, 8c, IE1a, d, g, k, l, m, current events, and every day life. Thus far, I have experienced overwhelming success in meeting the differentiated needs of each student's learning style through the application of technology and hands-on experiences. The materials that I use include the state approved standardized Earth Science textbook from Prentice Hall, classroom laptops equipped with virtual labs and reinforcement activities, lab equipment, as well as teacher-created PowerPoint lectures. Creativity, critical thinking, problem solving, and real life applications are emphasized in each unit. Every assessment, both formal and informal, that is applied to the students' comprehension of the curriculum is assessed based on the California Science standards. An example of how technology is utilized in my course is an activity called ?Your Carbon Footprint ? It All Adds Up!? This program provides informative lessons on a variety of climate change topics, including the main components that make up a carbon footprint, analyzing student's personal carbon footprints, and how to shrink their carbon footprints. This activity relies on data gathered by each student from discussions with their parents as well as an expansive analysis of their everyday lives. The data gathering is student-centered and allows for experiential learning and discussions. Another activity helps students explore Climate Change by using data gathered on personal energy use and carbon emissions. Students input data into a virtual interactive program used to instantly compare data from around the world. Hands-on activities also enhance my students' learning experience. An educational board game allows students to creatively learn the carbon cycle while also calculating simulated carbon fingerprints for carbon producers and consumers. This activity helps the students simplify the global carbon cycle while combining their knowledge of greenhouse gases and climate change. A second activity involves the graphing, analyzing, and interpreting data of greenhouse gases over several years. Group activities are very useful in this unit as this topic stirs quite a bit of debate around green issues.
In an energy-centered activity, students move through stations learning about the benefits and consequences of different energy sources. They then use that information to complete an activity sheet and debate within their group which energy source(s) are better for the environment. The groups then divide into pro fossil fuels and pro clean energy to discuss the pros and cons of each energy source in regard to the environment and the economy. Making Climate Change Connections is another activity in which students again move station to station. This activity helps reinforce that climate change is a global issue and that everything we do on this planet is interconnected. It is my objective to inspire my students to become active participants in life.

In order to connect the curriculum to the community, this year I helped organize the first Sustainability Summit for our school. The Summit was an all day event with 8 environmental speakers from around Southern California who focused their discussions on ?Going Green?. This Summit was a way to bring the community to the school and help make the curriculum more relevant. This event was such a success that I was invited to speak at the District Advisory Council and at a school board meeting. As a culminating activity, students write letters to their local, state or national politicians urging action regarding climate issues. The students interject scientific facts they have learned to create persuasive essays that express their individual views. It has been gratifying to observe the excitement on the students? faces when an elected representative sends a written response to their letters. As stated above, the curriculum is assessed through a combination of standardized quizzes, tests, projects, and benchmark tests. I have also made an effort to increase the amount of informal assessments. These include whole-class discussions, warm-ups, using examples of student work, as well as other assignments created by collaborative partnerships. I have found that the more varied I can make my assessments, the more data I can collect regarding the comprehension of each standards-based lesson. This course has allowed me to start from scratch and track the progress of my students throughout the course. It has also allowed time for me to collaborate with others to incorporate more activities into my curriculum. I use the data gathered after each assessment to discuss the results with other teachers and then revisit any standards that were not grasped by a majority of the students. It is my belief that comprehension of the main standards is the crux of the course and is needed to verify achievement. I have also completed item analysis reviews of the students? tests to determine any areas of confusion. This in turn has allowed me to alter my instruction to meet the diverse needs of the students. An end-of-course survey completed by students helps me evaluate the course. Informally, the students have provided great feedback as to what content areas are effective and what adjustments could be made for improvement. My goal is to make science come alive while making connections between the Geosciences and worldly events. With educational budgets dwindling, this grant will allow me to bring more needed materials into the classroom to support my hands on learning activities. My laptop computers need fixed, an ELMO would be beneficial, I need to replace yearly lab supplies and would like to buy new lab materials to update my curriculum. I would also like to provide field-trip opportunities (Griffith Observatory, Anacapa Island, Discovery Center, Science Center, Floating Marine Lab, Ocean Institute) and guest speakers who work directly in ?climate? careers. I am also starting an environmental club which will be focusing on green initiatives on campus but needs start-up funds. Thank you for this opportunity to improve my curriculum and my students learning experiences.
Lab: My Carbon Footprint

Overview:
You will gather information about your personal energy use and calculate your carbon emissions (aka. “Carbon footprint”) using an online carbon calculator. You will compare your results to the carbon footprint of an average person in the United States as well as other countries. When you are done with this activity you will be able to explain the link between carbon and climate change while discovering ways to decrease your carbon emissions.

Pre-Lab Preparation
*use your parents to complete the following worksheets prior to entering class on lab day!
- Complete worksheet: My Carbon Footprint Information
- Complete worksheet: It All Adds Up - student data sheet

Materials
- Filled in worksheet: My Carbon Footprint Information
- Filled in worksheet: It All Adds Up - student data sheet
- Computers

Pre-Lab Questions
1. What is a carbon footprint?
2. How is your carbon footprint measured?
3. How do our lifestyles affect climate?
4. Do you think you produce much carbon during your daily activities?
5. What changes in your daily lives would result in lower carbon emissions?

Part 1 - Directions
1. Go to the “My Carbon Footprint Information” on the carbon calculator at http://www.zerofootprintkids.com
2. Enter your answers from the worksheet – “My Carbon Footprint Information”
   ▪ This site will calculate your personal impact on the earth.
   ▪ Results are given in 4 units of measurement: carbon, land, water, and total footprint.
   ▪ Your results can be compared to average results for 11 countries.
   ▪ You can also find out the approximate number of Earths we would need if everyone had your lifestyle.

Part 1 – Data
1. Carbon (Tons of CO2 / year)
   ▪ Transportation = __________
   ▪ What you eat = __________
   ▪ Home and School = __________
   ▪ What you use = __________
   ▪ What you throw away = __________
   ▪ Carbon Footprint = __________

2. Land (Hectares / year)
   ▪ Transportation = __________
   ▪ What you eat = __________
   ▪ Home and School = __________
   ▪ What you use = __________
   ▪ What you throw away = __________
   ▪ Land Footprint = __________
3. Trees (Trees/year)
   - Transportation = 
   - What you eat = 
   - Home and School = 
   - What you use = 
   - What you throw away = 
   - Tree Footprint = 

4. Water (Cubic meters/year)
   - Transportation = 
   - What you eat = 
   - Home and School = 
   - What you use = 
   - What you throw away = 
   - Water Footprint = 

5. Total
   - Number of Earths needed to support your lifestyle = 
   - Number of Earths needed to support your daily decisions = 
   - Your graph (color and label)

Part 1 - Reflection Questions

1. How did your level of carbon emissions compare to the average carbon emissions of people in other countries?

2. Why do some people call our total carbon emissions a “carbon footprint”?

3. Which category (transportation, home and school, what you eat, what you use, or what you throw away) do you think has the greatest effect on your carbon footprint?

4. Why do you think it has the largest impact?

5. What are some ways you can reduce your carbon footprint?

6. Which change is the easiest one to make? Why?

7. How can you help others in your community to make similar changes to their carbon footprints?
Part 2 - Directions

1. Go to the U.S. Environmental Protection Agency’s Personal Emissions Calculator at www.epa.gov/climatechange/wycd/calculator/ind_calculator.html
2. Enter your answers from the worksheet - It All Adds Up - student data sheet
3. After you have entered your information under “Your Current Household Emissions”, calculate your total carbon emissions and record your total emissions in the data section below.
4. Experiment with making positive changes under “What You Can Do” on the EPA Personal Emissions Calculator to see how much less carbon dioxide (CO₂) you can emit.

Part 2 – Data

Complete the following questions by answering the questions under “Your Current Household Emissions” found at www.epa.gov/climatechange/wycd/calculator/ind_calculator.html.

1. What is your carbon footprint (total CO₂ emissions per year)? ____________ pounds CO₂.

2. How do your household emissions compare to the average emissions for a two-person household in the United States?

Complete the following questions by answering the questions under “What You Can Do to Reduce Emissions” on the EPA emissions calculator page.

3. How many pounds of CO₂ per year can you avoid by increasing your family car’s mileage by one more mile per gallon?

4. What is one thing you can do to increase a car’s gas mileage? (See EPA’s Web site for tips on how you can reduce greenhouse gas emissions on the road: www.epa.gov/climatechange/wycd/road.html.)

5. How many pounds of CO₂ per year would you avoid by driving seven miles less per week? (That’s just one less mile per day.)

6. How could you or others in your household drive less each week but still get where you want to go?

7. How many pounds of CO₂ per year can be avoided by turning down the thermostat by 1°F in the winter?

8. Do you think you would feel a one-degree change? Explain.

9. What are things you could do to keep warm without turning up the heat?
10. How many pounds of CO₂ per year can be avoided by turning up the thermostat by 1°F in the summer?

11. What could you do to keep cool without cranking up the air conditioner?

12. How many pounds of CO₂ per year can be avoided by recycling magazines?

13. What things can be recycled in your community?

14. If you do not already recycle, identify the obstacles that prevent you from recycling.

**Part 2 - Reflection Questions**

1. How does waste disposal affect climate change?

2. Other than recycling, what are some of the ways you could reduce waste?

3. Name some energy uses that were NOT included in the carbon calculator (for example, the energy required to manufacture, process, and transport material goods and food items).

4. What are additional benefits, other than reduced CO₂ emissions, of reducing energy use?

5. Many people think that shrinking our footprint will improve our quality of life. How might reducing CO₂ emissions improve our quality of life?

6. Carbon footprints can be calculated not only for individuals, but for countries and regions as well. What factors are likely to increase a country’s carbon footprint?
What can you do about Global Warming?

Write your representative!

Directions:
1. Write a list of what you would want to tell your California representative regarding the issue of global warming.
   - Include examples, your feelings, and solutions
2. Order the list starting with why you are writing the letter and ending with solutions and what you want them to do
   for you and the Earth.
3. Type the final draft in business letter format *see example* (don’t forget to spell check) & SIGN IT!!!!
4. Your teacher will re-read your final copy for approval.
5. Bring in stamped and addressed envelopes for each representative you wrote to.
6. Your teacher will mail the final drafts.

**Use this example to set up your letter**

```
<table>
<thead>
<tr>
<th>You address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your city, State and zip code</td>
</tr>
<tr>
<td>The date</td>
</tr>
<tr>
<td>Name of recipient</td>
</tr>
<tr>
<td>Title or position of recipient</td>
</tr>
<tr>
<td>Street Address</td>
</tr>
<tr>
<td>City, State and Zip Code</td>
</tr>
</tbody>
</table>

Dear Ms. Jones:

Ah, business letter format--there are block formats, and
indented formats, and modified block formats . . . and who
knows what others. To simplify matters, we're demonstrating
the indented format on this page, one of the two most common.

If you are using the indented form, place your address at
the top, with the left edge of the address aligned with the
center of the page. Skip a line and type the date so that it
lines up underneath your address. Type the inside address and
salutation flush left; the salutation should be followed by a colon.

Instead of placing the closing and signature lines
flush left, type them in the center, even with the address
and date above, as illustrated here.

Sincerely,
Your signature!!!!
John Doe
```

- State Assembly Representative- Audra Strickland
  Capitol Address
  State Capitol - Room 4208
  Attn: Audra Strickland
  Sacramento, CA 94249-0037

  District 37 Local Address
  2659 Townsgate Road  Suite 236
  Westlake Village, CA 91361

- State Senator- Tony Strickland
  Capitol Address
  State Capitol
  Attn: Senator Strickland
  Room 4062
  Sacramento, CA 95814

  District 19 Local Address
  223 E. Thousand Oaks Blvd.  Suite 400
  Thousand Oaks, CA 91360

* US Congressman - Elton Gallegly
  Local Address
  2829 Townsgate Road,  Suite 315
  Thousand Oaks, CA 91361-3018
  Phone: (805) 497-2224

  Congressional Address
  2309 Rayburne House Office Building
  Washington, DC  20510-0523

* CA Senator - Barbara Boxer
  112 Hart Senate Office Building
  Washington, D.C. 20510

* CA Senator - Dianne Fienstein
  331 Hart Senate Office Building
  Washington, D.C. 20510

* CA Governor - Arnold Schwarzenegger
  State Capitol Building
  Sacramento, CA 95814
  Phone: 916-445-2841

* TO Mayor – Tom Glancy
  Thousand Oaks Civic Arts Plaza
  Attn- Mayor Tom Glancy
  2100 Thousand Oaks Blvd.
  Thousand Oaks, CA 91362

  Other City Council Members  (same address)
  *Mayor Pro Tem- Dennis C. Gillette
  *Council Member – Jacqui Irwin
  *Council Member - Claudia Bill-de la Peña
  *Council Member - Andy Fox

President Barack Obama
The White House
1600 Pennsylvania Avenue NW
Washington, DC 20500

Administrator - Lisa P. Jackson
Environmental Protection Agency
Ariel Rios Building
1200 Pennsylvania Avenue, N.W.
Washington, DC 20460

Do your part to make a difference!
Climate Change Unit

List of all Activities

Articles w/ questions:
Earth Day
Climate Change and California (EPA)
What’s Happening Out There?
Save Your Energy!
What is Climate & How is it Changing?
Are Humans Changing Climate?
What the Experts Say About Climate Change
Why Should We Care?
What Size is Your Footprint?
How Do We Take the Earth’s Temperature?
The Tipping Point
Earth Smart Shopping
What Can We Do About Global Warming?
Climate Justice

Projects/Labs/Activities:
Computers: Oceans Alive
Activity: Energy Exploration
Computers – EPA Internet
Activity: Carbon Game
Computers: My Carbon Footprint & It All Adds Up!
Activity: Write Your Representative
Activity: Analyzing Greenhouse Gases
Computers: IPCC ppt (Impacts & Assessments)
Computers: Interactive Map, Impacts of Global Warming (NGEO)
Project: Poster on Climate Change
Computers: Climate Change Activities
Activity: Making Climate Change Connections
Guest Speaker – Alliance for Climate Education (ACE)
Guest Speakers – 1st Annual Sustainability Summit
Field trip – Eco Helpers (restoring national parkland &
learning about local ecology)
Computers: Angry Red Planet
Project: Ecological Footprint
Current Events
Book report
Field trip – Beach Clean-up day

Notes:
Notes: 4.1 – Renewable and Non Renewable
Resources
Notes: 4.2 – Energy Sources
Notes: 4.3 – Water, Air, and Land Resources
Notes: 4.4 – Protecting Resources
Notes: 21.1 – Factors that Affect Climate
Notes: 21.3 – Climate Change

Follow-up worksheets/information:
H: Seafood Guide
Vocabulary Ch. 21
Vocabulary Ch. 4
WS: Alternate Energy Sources (Book)
WS: Ch. 4 Study Guide (Earth’s Resources)
Quiz: Ch. 4 – Earth’s Resources
WS: Human Impact on Climate and Weather
Book: Ch. 21 Assessment Q’s #4, 5, 17-20, 30-31
WS: All about Climate Change Assessment
WS: The Greenhouse Effect
WS: How Can Global Warming be Slowed?
WS: Greenhouse Gases
WS: Our Natural Resources

DVD’s (with questions):
DVD: Planet in Peril *87min
DVD: Green – The New Read, White, and Blue w/ Q’s *60min
Video Field Trip: Polar Weather
DVD: Too Hot Not To Handle w/ Q’s *60min
DVD: NOVA – Dimming the Sun w/ Q’s *55min
DVD: Human Footprint
DVD: Six degrees Could Change the World *90min
DVD: Strange Days 2 on Planet Earth (Dirty Secrets)
DVD: the 11th Hour
DVD: Planet earth – Saving Species w/ Q’s *45min
DVD: The Day After Tomorrow - Scientific Analysis
Lesson Plan Title: Masters of Art
Lesson Plan Grade Level(s): 1, 2, 3, 4, 5
Lesson Plan Subject Area(s): Language Arts/Reading, History/Social Science, Science (AMGEN Category), Visual Arts, Geography

Lesson Plan Narrative:

The California State Board of Education states that the visual arts should be included in the school curriculum as learning to see aesthetically, as the creative experience of producing artwork, as a study of the heritage of art, and as the critical study of art forms. In the second grade at Lang Ranch Elementary, we believe that these goals are met through our Masters of Art program. Each month we focus on a famous artist (including, but not limited to, Picasso, Cezanne, Pissarro, Degas, Monet, O’Keefe, and Van Gogh), chosen for certain art elements appropriate for second grade (such as line, color, texture, movement, and form) that can be observed in their artwork. First we study the artist’s life: family background, education, and art experiences by reading a book from the Getting to Know the World’s Greatest Artist series. Here, we make a great effort to make comparisons between artists we have studied, as well as famous composers (another unit done concurrently). This is a valuable time when we can learn about other cultures, history, obstacles faced and overcome, as well as the importance of education, practice, and perseverance. The unit not only overlaps with our language arts and geography curriculum, but also our social studies unit Heroes from Long Ago. Artists such as Alexander Calder and Leonardo da Vinci are placed in the year to supplement our science units Space and Balance and Motion. Then, pointing out the desired art elements, we observe some of the artist’s works. The children learn new vocabulary and critical thinking skills. They gain the confidence to make their own opinions and practice expressing them to a whole group. In fact, many students enjoy showing off their ability to use the word controversial? after having studied Picasso! Based on one of these works, the children, attempting to copy a style as well as specific art element, will produce their own work. They are taught the proper use of various mediums and tools and a responsibility for their own workspace. After hanging the art pieces in a public space for the entire school to enjoy, we take a museum walk and practice our complimenting skills while addressing techniques used by individual students. It is a great source of pride and achievement for all students. Even students challenged with fine motor problems, who often begin the year hesitant and insecure of their ability to create accepted art, are thrilled due to the structure in which each
lesson is taught. A combination of the impressionist style, background instruction of skills, and occasional
directed draw make each piece a success. Diversity is celebrated. A "unique style" is applauded. Top the
experience off with compliments given by their peers, each project helps increase the students' confidence in
their artistic abilities. Finally, the children write about their art experience: they compare themselves to the
artist, discuss the art elements they have used, and critique their own work. After a month in the public
location, the students' artwork is hung throughout the classroom for the rest of the year so that we are able to
make comparisons or new realizations as we study more of the visual arts. As a culmination and celebration of
this unit, our team takes the entire second grade to the Getty Museum to see some of the works we have
studied. Before going we prepare a sketch book to take with us. Included is a list of vocabulary words we
have learned throughout the year and small, colored prints of the works we hope to see. The excitement is
quite high after a few reads of My Trip to the Getty. The children take notes in their sketchpad, jotting down
examples of vocabulary that they see to be discussed back in the classroom. There are also times for
sketching "the Masters." But the greatest anticipation is to enter the second floor of the West Pavilion? the
heart of the Getty's Impressionist collection. Spectators gather as the children share what they have learned
over the course of the year and point out the art elements we have practiced. Chaperones have literally cried
with pride as they watched eight year olds display the knowledge and confidence to "lecture" to a group at the
museum. We have listened to students appreciate the "movement and texture" of Van Gogh's "Irises" and
debate the season behind Monet's "Wheatstack." All students are incredibly proud to be able to recognize not
only certain styles, but even artists as well. We are confident that this program will have a lasting effect on our
students. They leave second grade with a strong appreciation of the fine arts and a sense of pride in both their
knowledge and capabilities. Many revisit the Getty or explore new museums over the summer. This curriculum
is well known not only throughout second grade, but also the school as one of the highlights of their elementary
education. Masters of Art supports the following standards: Visual and Performing Arts 1.2, 1.3, 2.1, 2.2, 2.3,
2.4, 3.1, 4.2, 4.4 and Language Arts R2.5, W1.1, 1.2. Assessments include teacher observations, journal
writing, artist comprehension pages, Getty sketchbook, and end-of-the-year art portfolio.
Pablo Picasso

**Introduce:**
Cubism
proportion
line

**Review:**
complementary colors

**Materials needed:**
- 9 x 12 white construction paper
- pencils
- markers
- black marker for the teacher

**Directions:**
- using a student as model, observe the shape of a head, then turn and look at profile
- have children draw...
  1. outline of face (fill most of the page – trace with finger where it should go before using pencil)
  2. profile going down the center of the face
  3. eyes, mouths, and ears (first demonstrate different shapes, discuss where they should go, but children should put them WHEREVER they want to)
  4. hair (it helps the background if the hair reaches off the page occasionally)
- help children trace their pencil lines with black marker
- fill in whole sections with marker (avoid putting like colors together – attempt to use complimentary colors as much as possible)

**Hints:**
- “Good artists know when to STOP.”
- encourage children to finger trace each line before they draw it (try not to erase)
- discuss why pink and red DO NOT go together 😊
Lesson Plan Title: A Picture Paints a Thousand Words
Lesson Plan Grade Level(s): 3, 4, 5, 6
Lesson Plan Subject Area(s): Language Arts/Reading, History/Social Science, Music, Visual Arts,

Lesson Plan Narrative:

A Picture Paints a Thousand Words
What’s innovative and creative? After a 6 week in-dept study on civil rights, we compared and contrasted civil rights with human rights and animal rights. Students began to develop strong opinions about these issues. They wanted to share their perspectives with their families and the school community, but how? We decided to make films. Students picked their area of interest and were given the poem, ?Ations,? by Shel Silverstein to use as the script for their movie. Their task was to manipulate the perspective of the film by carefully choosing the visual images to illustrate the poem. They also modified the poem by adding verses to further pinpoint their perspective. Students successfully produced two films with two different perspectives: Animal Rights and Student Rights. We showed the DVDs to the other 3rd grade classes and those students eagerly made pledges to stop bullying on campus and to stop animal mistreatment within our community. After photographing, students took the storyboard for each film and made them into posters which were posted prominently on campus along with the pledges from students, teachers, and parents. Upper graders started to wonder what was going on, so we offered our film to their classes too.

How was technology integrated within the unit? To set the stage for this project, we completed our textbook unit on ?Rules and Laws, ? while reading a biography about Dr. Martin Luther King. Students watched 60s film clips on the civil rights movement. They listened to Malcolm X and Dr. King speeches. We compared and contrasted the value of nonviolence versus violence to get social change. We discussed the use of the media to evoke empathy for social change. We listened to different versions of ?We shall Overcome? and ?People Get Ready.? We analyzed their lyrics. We discussed the role of these songs as it related to the historical and cultural content of the time. (Music Standard 3.0) All of this, multi-media was free and easily accessed by using YouTube and making DVDs. Finally, students understood how Dr. King had took risks to ensure our Freedom and how sometimes Civil Laws may not support the Human Rights guaranteed by our Constitution. Students had a good understanding of the role of rules and laws in our daily lives and the basic structure of the U.S. Government. (History Standard 3.4) Now for them to understand another aspect of that standard, that is,
Exercise their role of a citizen and how to participate in school, home, and the world. To take the curriculum to a worldwide level, I ordered a free teacher kit from The Youth for Human Rights Organization. Students knew what Civil Rights were, now they needed to understand what Human Rights were. Students learned quickly from the short DVDs which used a video timeline to illustrate the history of human rights including the United Nations? Declaration of the 30 Human Rights. It then showed each human right from a student?s point of view and how they related to family, school and community. Finally, after reading a story in our literature book which mentioned rodeos, we watched some clips from ESPN and ABC News, we discussed animal sports verses animal abuse. Students began to see things from an animal?s point of view and felt they had universal rights too. Students wanted to educate others about animal rights; Assume responsibility within their family, school, community. (Health Standard 1.0 Mental, Emotional, Social) How to Have a Positive Effect on Attitudes and Behavior? We decided to pull together all our information and create films representing our perspectives. Through media we could appeal to our audiences? emotions and good-sense. Using the poem, ?ATIONS? by Shel Silverstein as the script for the films, the 3rd graders organized themselves into groups. Each group had a different perspective, audience, and story to tell. The perspectives were: 1. Student Rights as it related to other students and staff in a school setting. 2. Animal?s Rights as it related to family pets wild animals or animals of sport. The Film: Students recognized the pattern of the poem ?ATION,? and elaborated on it by adding verses to the poem which would enhance their theme. (Reading Standard 3.0 Literary Responses and Analysis). For example, the animal group wrote, ?If I say Humans are animals too, then that?s an association? and they ended with, ?If I say animals have rights too, is that an exaggeration?? Next, using their computer skills each group was given time to brainstorm key words and Google for photographs to illustrate their verse of the poem. This task proved to be a complicated one because they had to analyze, assess, derive meaning and make judgments about its appropriateness before they printed it. (Artistic Perception Standard 4.0 Compare content or message in different works). While not on a computer, students put in practice their newly acquired cursive handwriting skills and wrote and rewrote the verses of the poem until they were just perfect for the group?s storyboard. (Writing Standard 1.0 penmanship). After that, groups got all the pictures and analyzed, assessed and picked out the ones that they felt best expressed their subject matter. (Artistic Perception 5.2 Develop problem-solving and communication skills by participating collaboratively in a production). Students used word-processing skills to print the credits and the specific Rights they felt were illustrated by their production. The group collaborated again and put the storyboard in order. (Arts Standard 5.0 Connecting and applying what is learned in History to the Visual Arts). Leaders then took pictures of their storyboard and groups voted on a soundtrack. Assessment: Students; Each group elected a leader who facilitated the group democratically assigning tasks fairly, but according to skill. Students were given points for individual products in the film, as well as, their group participation. Social Change; If parents, students or staff felt inspired by our production, they were asked to sign one of our Pledge Posters that we displayed in the halls. We got over 250 signatures!
2010 Ventura County Impact II Grant Application

Grant #: 20

District: Conejo Valley Unified SD
School: Thousand Oaks High School
Participant(s): Ashley Cooper, , , , ,

Lesson Plan Title: My California
Lesson Plan Grade Level(s): 6, 7, 8, 9
Lesson Plan Subject Area(s): Science (AMGEN Category), Visual Arts, Geography

Lesson Plan Narrative:

My California: Our Natural Resources and Hazards
The ?My California? unit is a semester culminating project-based unit that reinforces my students? prior investigation of earthquakes and volcanoes while introducing the importance of our fresh water supply and natural resources. The unit is scheduled for two weeks and includes direct instruction, collaborative activities, computer-based experiences, an individual map-making project, and a school-wide assembly. The inspiration for my curriculum is guided by the California State Standards for Earth Science, California Geology ? 9a, 9b, 9c and Investigation and Experimentation ? 1m. The unit has come to life by transcending the confines of my classroom and enabling my students to comprehend that science is not just a course taught in my classroom, but a concept that is interwoven in every aspect of our society! As you will discover, the ?My California? unit had a much appreciated, but unexpected outcome this year. The unit begins with a power point presentation that introduces the students to California?s natural resources, specifically naming the resources, their economic importance to the state and mapping their location throughout the state. This teachable moment allows my students to discuss their knowledge of the natural resources that are currently processed in our local area. As an informal assessment, the class determines if these procedures are beneficial or detrimental to our local land. The students are then paired up to develop alternatives to these practices. Each student firmly grasps that our planet only has a finite amount of resources that can be consumed. As a follow-up lesson, the students are paired in collaborative teams to complete an internet-based activity, ?Where Does My Water Come From?? This exercise covers the basics about California?s water supply, the water cycle, and water pollution. As the students progress, they are able to examine the route our water has taken to arrive at our homes and our classroom. At the conclusion, the class will review the answers in a popcorn activity. The objective of this lesson is for the students to understand water?s importance and our need for conservation. This is another opportunity to share current event articles that highlight current drought conditions. The foundation of the ?My California? unit is the Map Project. For a week, the entire state of California comes to life as my students are challenged to create their own personal rendition of California. This
project encourages the students to employ their understanding of geology, seismology, volcanology, and hydrology to create a map that portrays California’s natural resources and natural hazards. I provide the students with a template and a checklist of significant features that must be included in their finished product. Students complete the map project in class and are encouraged to express personal creativity in their masterpieces. This is an opportunity for the students who are not “science buffs” to excel by highlighting their artistic talents in their representations of California’s resources and hazards. As this project has improved over the years, our Geography teachers have grown to appreciate the utilization of maps in this assignment. Throughout the project, my walls are adorned with professional maps for the students to utilize and each student is provided a packet of resources containing pertinent information. In addition to creating the maps, students complete various minor activities throughout the week that reinforce the most important concepts concerning natural resources and local natural hazards. My students really enjoy charting the national parks and waterways that they have visited with their families or have learned about in school-related videos. This project inspires each student to experience the wealth of resources that California has to offer in our diverse landscape. This project is assessed on a predetermine rubric that is based on the students inclusion of all the necessary features, as well as their degree of accuracy, neatness, and creativity. Year after year, the My California Map project continues to be a favorite of my students, as well as colleagues. This year I tried to incorporate a real world component into the curriculum by developing our first annual Sustainability Summit. This program invited local professionals to give presentations regarding our local resources and the need to conserve and protect the environment. I was overwhelmed with the positive response that I received from the community regarding their willingness to volunteer their time and talents. Students were invigorated by the discussions that stemmed from presentations by the Environmental Protection Agency, the United Water District, Ventura College, and even local students from neighboring high schools. The students were able to connect to the guest speakers and identify with their own personal experiences. I was fortunate to make this event campus-wide and invite all students to attend the guest speaker presentations. Throughout the day, nearly 1,500 students were able to take part in the Summit. The message was heard loud and clear: California’s natural resources are precious and must be conserved. This event was even featured in two of our local newspapers! As a concluding activity to the Sustainability Summit, I urged my students to develop an action plan for their personal lives that described how they could lessen their impact on our natural resources. This project inspired creative and innovative plans to revolutionize their homes and our school. As a result of the success of the Sustainability Summit and the follow-up discussions, our campus is implementing a campus-wide recycling program. I have collaborated with our local city officials, waste haulers, and our site administration to inspire our students to reduce, reuse, and recycle. Our recycling program has its roots in the curriculum from my Geo Science class! This is a true testament to the power of education and the ability that we, as educators, have to inspire our students! When I developed this unit of study I could have never imagined the outcome. This is evidence that when we provide our students the necessary information and essential tools, they have the ability to construct concepts that we, as adults, would have never dreamed!
Sustainability Summit

The Science Department is proud to announce our Sustainability Summit that will be held all day long in the PAC on Friday, January 8th, 2010.

The goal for the Sustainability Summit is to have guest speakers from our community present current information and data concerning the importance of a "Green" future. This Summit will provide our students the opportunity to learn about conservation, sustainability, recycling, the importance of our natural resources, "green" jobs, and our "green" future from those people engaged in this movement. The majority of your audience will be composed of 9th grade Geo Science students as well as a few 10th grade Biology students and Careers students. This idea was born from the information that a few of the Geo Science teachers received while attending an eye-opening "Green" Conference through the Ventura County Community College District last month.

The following is the schedule for Friday January 8th:

**Presentation #1** - 8:00 - 8:55 am - Andre Villasenor - EPA (Region 9)

**Presentation #2** - 9:00 - 9:55 am - Rick Freed – CVUSD Energy Manager

**Presentation #3** - 10:08 - 11:03 am - Linda Purpus - Environmental Specialist – UWCD  
Dr. Jeff Davis – Directory of Secondary Education, Conejo Valley Unified SD

**Presentation #4** - 11:08 - 12:08 pm - Bill Buratto – VCEDA -  
Sharon Dwyer – Professional Development Ventura College

**Presentation #5** - 12:53 - 1:48 pm - Adam Raudonis – Student Westlake High – Students for Solar Schools  
and Copenhagen Climate Summit  
Stephanie Mutz – Research Coordinator Commercial Fisherman of Santa Barbara

**Presentation #6** - 1:53 - 2:48 pm - Alec Loorz - Student El Camino High  
Mario Contini – Superintendent, Conejo Valley Unified School District

We have high hopes for this event and are certain that our students will benefit from listening to these experts discuss the importance of sustainability and preserving our natural resources. If you are interested in attending any of the presentations, please contact the TOHS Office to obtain a visitors pass.
FOLLOW UP EMAIL SENT TO TEACHERS REGARDING RECYCLING PROGRAM:

**GREEN FEVER** has hit TOHS! Going **green** is not just for showing our Lancer spirit at our sporting events!!!

On the heels of the very successful Sustainability Summit, we would like to reinstitute the paper recycling program. Our campus generates an absurd amount of paper waste in our classrooms. Currently, the paper waste is tossed out like all of the other trash. There is an easy solution that involves **NO extra work** on your part. I have cardboard recycling boxes that have been donated by the City's Public Works Department. **If you would like a paper recycle box for your classroom, please let me know.** As of now, we will ask that one of your students take the paper recycling to the bin behind the cafeteria during the last few minutes of Wednesday's fifth period. If you cannot send a student, please let me know and I will have a Link Crew Leader come by your room to empty your paper during lunch!

The City and our Administration is working together to try to make TOHS more **green**! If you have any suggestions, please let me know and I will compile our Staff ideas into a nice presentation. This is our campus and our community, we need to take care of our resources!

By the way, the Sustainability Summit is being aired on Channel 20 if you would like to take a look! :}


Throngs of Thousand Oaks High School students got involved in the “green revolution” last Friday at the school’s Sustainability Summit 2010, an event that offered information about the environment and climate change.

Ashley Cooper was one of the science teachers who organized the summit, which was inspired by the Climate Change Summit that took place last month in Copenhagen.

Cooper said the summit would provide a great opportunity for TOHS students to connect with environmental specialists and learn more about conservation. Teachers are required to teach their students about California Resources, a state standard.

“It’s all data. People try to make it a partisan issue—we only present the facts,” Cooper said. “We provide the facts and let them decide from there. But after hearing it all, they usually come to the same conclusion.”

The event ran all day, with classes visiting various presentations from 8 a.m. to 3 p.m. Some speakers included Andre Villasenor of the Environmental Protection Agency; Linda Purpus, United Water Conservation District; Bill Buratto, Ventura County Economic Development Association; and Stephanie Mutz, Santa Barbara Fisheries Research.

One of the most popular speakers was Alec Loorz, 15, founder of the nonprofit Kids vs. Global Warming.

Loorz, a student at El Camino High School in Ventura, began his nonprofit two years go after watching Al Gore’s film “An Inconvenient Truth.” He applied to be one of 1,000 people Gore was training to give presentations based on the film, but Alec was rejected because of his age.

He put together his own presentations and began educating young people about the environment. Through his efforts he was introduced to Gore and taken under the former vice president’s wing. Alec became the youngest person trained to administer the presentation, based on the award-winning documentary.

“I’m just a regular kid—I’m not rich or super privileged,” Alec said“I just heard the call. Our generation is going to be most affected by global warming. We need to be leaders in the green revolution.”

Alec has given nearly 150 talks on climate change and what kids can do help, which is the basis of his nonprofit organization. He’s spoken with U.S. senators and at the United Nations, and he attended the Climate Summit in Copenhagen last month.

“Despite some disappointment in regards to the final agreementit was amazing to be there,” Alec said. “It was basically a bunch of politicians talking about science, which doesn’t really work.”
Dr. James Hansen of NASA said the climate crisis needs to be solved in the next 10 years to prevent major disastrous climate change, Alec said.

“We can’t wait until we’re out of graduate school or we become great scientists or senators,” he said.

Alec explained that if climate change isn’t tackled, sea levels will rise, leaving millions homeless. Floods, hurricanes and droughts will hit harder, and there could be 200 million climate refugees by 2050. A warmer global temperature will lead to warmer oceans, habitat loss, glacier melts, water shortages, famine and the extinction of some species, he said.

“We’re messing with the perfect balance Earth needs to survive,” Alec said.

Alec informed the packed room of high school students about cutting edge technologies that have been developed, including a dance floor that creates energy from the vibrations of people dancing on it. He also talked about the rewards of using the sun, wind and waves to create energy. Alec suggested ways students could make a difference, including not buying bottled water, hanging up wet clothes instead of using a dryer and bicycling instead of driving.

“The reality is that we have more power than you can possibly imagine,” Alec told the group, which rowdily applauded at the conclusion of his presentation.

Superintendent Mario Contini also spoke during the summit, educating students on what the school district has done to make schools more green. CVUSD has used recycled materials in construction projects, recycles engine oil and requires all cafeteria containers to be biodegradable, he said.

“I’d like to emphasize that going green is a global responsibility,” Contini said. “Each of us is going to be a part of that. All this business about how we can’t control climate change—it’s not true.

“We need to take the bull by the horns and step up. This is our planet, and if we don’t do something, we are going to have a lot to worry about in our lifetimes.”

Alec is planning an iMatter March on April 3, in which he expects 1 million teens will march in all 50 states to demand that world leaders consider their future with the laws they pass.

“The time for a new revolution has come—a green revolution,” Alec said. “This can and will happen. We are the future, but we are more than that. We are the present. Let’s work together to change the world, not just occupy it.”

Cooper said that she’s already talked with Contini about making the summit an annual event and moving it to the gymnasium so there’s room for students from neighboring high schools.

“It’s been amazing,” Cooper said. “We are so excited about this and really want to expand.”

For more information about Kids vs. Global Warming, visit kids-vs-global-warming.com.
CALIFORNIA MAP PROJECT

All of the following must be included in your map. Use the colors indicated to symbolize each feature. Be sure to put a legend on your poster.

**All writing must be in black ink so it stands out.**

1. **Geomorphic Provinces** – Mountains and Ranges colored BROWN, Deserts colored YELLOW, and Central Valley colored GREEN
   *Each must be colored, labeled, and have 3 facts written off to the side in a box.

   1. Sierra Nevada Mountains  6. Peninsular Range
   3. Cascade Ranges         8. Mojave Desert
   5. Transverse Ranges      10. Great Central Valley

2. **Volcanoes** are to be marked with a RED volcano symbol.

   3. Clear Lake     6. Amboy Crater

3. **Earthquake Fault** lines are to be drawn in ORANGE.


4. **National Parks** are to be marked with a GREEN tree symbol.

   1. Yosemite                   5. Sequoia                   8. Lassen Volcano
   2. Joshua Tree                6. King’s Canyon
   3. Death Valley                7. Redwood
   4. Channel Islands--draw and label each island – *see map for details*

5. **Waterways:** draw the water ways in the designated color.

   - **Lakes**– color Blue
   - **Rivers**– color Light Blue
   - **Aqueducts**– color Purple

   1. Castaic Lake
   2. Sacramento–San Joaquin Delta
   3. Salton Sea
   4. Lake Oroville
   5. Lake Parris
   6. Pyramid Lake
   7. Shasta Lake
   1. Colorado River
   2. Feather River
   3. Sacramento River
   4. San Joaquin River
   5. Santa Clara River
   6. Owens River
   7. Eel River
   1. San Luis Reservoir
   2. Los Angeles Aqueduct
   3. California Aqueduct
   4. Hetch–Hetchy Aqueduct
   5. Colorado River Aqueduct
   6. Coastal Branch Aqueduct
   7. North Bay Aqueduct
6. Major Cities: YOU have to create a symbol that represents each city!
   1. San Francisco  4. Los Angeles
   2. San Diego     5. Thousand Oaks

7. Natural Resources:
   Gold Mines                Oil Wells                Geothermal Energy Sources
   2. Cal Sierra     2. Kern River  2. Desert Hot Springs
   4. Picacho Peak   4. Long Beach


9. Other:
   1. Label and color the Pacific Ocean blue
   2. Put a directional symbol
   3. Make a Title for your map

HAVE FUN LEARNING ABOUT THE GREAT STATE WE LIVE IN!!!

California Map Project Rubric

Geomorphic Provinces
   _____ 10 provinces LABELED in black ink & COLORED (+1 point each)
   (-1 pt each if not labeled or colored)
          Sierra Nevada Mountains (#1)          Peninsular Ranges (#6)
          Klamath Mountains (#2)                Great Basin Desert (#7)
          Cascade Ranges (#3)                   Mohave Desert (#8)
          Coast Ranges (#4)                     Colorado Desert (#9)
          Transverse Ranges (#5)                Great Central Valley (#10)

   _____ 3 facts about each of the 10 provinces (+1 point for each fact)
   (if not neat or professional (-1/2 pt each)
          Sierra Nevada Mountains (#1)          Coast Ranges (#4)
          Klamath Mountains (#2)                Transverse Ranges (#5)
          Cascade Ranges (#3)                   Peninsular Ranges (#6)
Great Basin Desert (#7)
Mohave Desert (#8)
Colorado Desert (#9)
Great Central Valley (#10)

Total = _____/30 Points

Volcanoes
_____/8 Points  8 locations (+1 point each)
- Mammoth Mountain
- Medicine Lake
- Mt. Shasta
- Lassen Peak
- Clear Lake
- Amboy Crater
- Salton Buttes
- Coso

_____/1 Point  Same Volcano symbol used for each location – Color is RED
(examples = red triangle, 🌋, or computer volcano symbol)

Earthquake Faults
_____/8 Points  8 locations (+1 point each)
- San Andreas
- Garlock
- Owens Valley
- San Jacinto
- Santa Ynez
- Coast Range
- Melones
- San Gabriel

_____/1 Point  Same color (ORANGE) used for each fault

Total = _____/18 Point

Water Ways
_____/9 Points  9 Rivers (1 point each)
- Colorado River
- Feather River
- Sacramento River
- San Joaquin River
- Owens River
- Santa Clara River,
- Eel River
- Kern River
- Kings River

_____/1 Point  Same color (Light Blue) used for each River

_____/8 Points  8 Lakes (1 point each)
- Castaic Lake
- Salton Sea
- Lake Oroville
- Lake Perris
- Pyramid Lake
- Lake Shasta
- Lake Tahoe
- Mono Lake
### Lakes

_____/1 Point Same color (Blue) used for each Lake

### Aqueducts

_____/8 Points 8 Aqueducts (1 point each)  
- Colorado River Aqueduct
- Los Angeles Aqueduct
- California Aqueduct
- Hetch Hetchy Aqueduct
- San Luis Reservoir
- Coastal Branch Aqueduct
- North Bay Aqueduct
- Mokelumne Aqueduct

_____/1 Point Same color (Purple) used for each Aqueduct

### Delta Labeling

_____/2 Points Labeling the Sacramento-San Joaquin Delta *-2pt for incorrect Delta location**

Total = _____/30 Points

### Major Cities

_____/6 Points 6 cities (1 point each)  
- San Francisco
- Los Angeles
- San Diego
- Thousand Oaks
- Sacramento
- Eureka

_____/6 Points Landmark Symbol for each City – symbols must be NEAT and CREATIVE!!
- San Francisco
- Los Angeles
- San Diego
- Thousand Oaks
- Sacramento
- Eureka

Total = _____/12 Points

### National Parks

_____/8 Points 8 Locations (1 point each)  
- Yosemite
- Sequoia
- King’s Canyon
- Death Valley
- Redwood
- Lassen Volcano
- Joshua Tree
- The Channel Islands

_____/1 Point Same symbol used for each National Park

_____/5 Points Channel Islands – grade on accuracy of location, size, and shape of islands +1 pt each  
- San Miguel Island
- Santa Barbara Island
- Santa Rosa Island
- Anacapa Island
- Santa Cruz Island

Total = _____/14 Points

***********************************************************************************************************************
Natural Resources

_____/4 Points  Gold Mines - 4 Locations (1 point each)
      _____  Hayden Hill
      _____  Cal Sierra
      _____  Sutter Mill
      _____  Picacho Peak

_____/1 Point  Same symbol 🍀 used for each Gold Mines

-----------------------------------------------------------------------------------------------------------------

_____/4 Points  Oil Wells – 4 Locations (1 point each)
      _____  Coalinga
      _____  Kern River
      _____  Hondo Off-Shore
      _____  Long Beach
1/1 Point Same symbol 🪢 used for each Oil Well

4/4 Points Geothermal Energy Sources–3 Locations (1 point each)
   - The Geysers
   - Desert Hot Springs
   - Salton Sea

1/1 Point Same symbol 🪢 used for each Geothermal Energy Source

Total = _____/14 Points

California State Symbols

10/10 Points 5 Symbols (2 points each) +1 point for the picture, +1 point for the label
   - 1st Symbol & 1st Label = _____________________________
   - 2nd Symbol & 2nd Label = _____________________________
   - 3rd Symbol & 3rd Label = _____________________________
   - 4th Symbol & 4th Label = _____________________________
   - 5th Symbol & 5th Label = _____________________________

Total = _____/10 Points

Extra Map Details

Pacific Ocean (2 point) – must be LABELED and colored (BLUE)

Directional Symbol (1 point)

Title (2 points)

Key/Legend (2 points possible) – each color and symbol defined

Total = _____/7 Points

Neatness = _____/10 points
Accuracy = _____/10 points
Creativity = _____/5 points

Total = _____/25 Points

TOTAL POINTS FOR PROJECT= _____/160 Points

Teacher Comments:
Where Does My Water Come From?
Computer Activity

Go to: http://www.water-ed.org/watersources/
Click on “Los Angeles” (in pink)
At the top of the page - Click on “The Basics”

1. What is the percentage of water on Earth is too salty for human use?
2. What part of California gets 75% of the states rainfall?
3. What part(s) of California contain 75% of the states agriculture?
4. A community’s water availability depends on what factors?

At the bottom of the page - Click on “The Water Cycle”

5. What is surface water?
6. Where does groundwater exist?
7. One acre foot = _____________________ gallons.
8. How much water (acre-foot) does the average California household use per year?

At the top of the page - Click on “Pollution Prevention”

9. What are the 2 types of pollution that affect water quality?
10. What is Point Pollution?
11. List 5 examples of Nonpoint Source Pollution.
12. What is the main problem behind solving the Nonpoint Source Pollution problem?

At the bottom of the page - Click on “Stretching the Water Supply”

13. How much could urban and agriculture conservation reduce water demand by?

At the top of the page - Click on “Desalination”

14. What is desalination?
15. How many more desalination plants are proposed for the California coast?

At the bottom of the page - Click on “Water Recycling”

16. What is Water Recycling?
On the Right of the page, under – Select a Community, – Click on “Thousand Oaks”

17. Where does Thousand Oaks get its water from?

18. List the parts of the State Water Project (SWP).

19. a. Where does the State Water Project (SWP) begin?

   b. Where does the State Water Project (SWP) End?

20. What aqueduct in the SWP delivers water to the Santa Barbara Area?

Under – Select a Community – Click on “Simi Valley”

21. Where does Simi Valley get its water from?

22. During normal years, what percent of California’s water comes from groundwater?

23. During drought years, what percent of California’s water comes from groundwater?

24. Where is groundwater found?

Under – Select a Community – Click on “Agoura Hills”

25. Where does Agoura Hills get its water from?

26. How long is the Colorado River?

27. Where does the Colorado River flow through?

28. How much water does California get to use from the Colorado River?

At the top of the page - Click on “North Bay” (in turquoise)
Under – Select a Community – Click on “San Rafael”

29. Where does San Rafael get its water from?

30. What is the Hetch-Hetchy Water Project?

31. What is the PUC?

At the top of the page - Click on “Central Valley” (in violet)
Under – Select a Community – Click on “Fresno”

32. Where does the Central Valley get its water from?

33. How many Reservoirs are included in the CVP?

34. How many miles of canals and aqueducts are included in the CVP?
Where Does My Water Come From?
Computer Activity - KEY

Go to: http://www.water-ed.org/watersources/
Click on “Los Angeles” (in pink)
At the top of the page - Click on “The Basics”

1. What is the percentage of water on Earth is too salty for human use?  
96% +

2. What part of California gets 75% of the states rainfall?  
Northern

3. What part(s) of California contain 75% of the states agriculture?  
Central & Southern

4. A community’s water availability depends on what factors?  
Foresight and planning of its founders and the historic use of local lands and water sources

At the bottom of the page - Click on “The Water Cycle”

5. What is surface water?  
water that remains on the earth's surface, in rivers, streams, lakes, reservoirs or oceans

6. Where does groundwater exist?  
in the pores and spaces between alluvial materials (sand, gravel, silt or clay) in water-bearing formations called aquifers

7. One acre foot = _____________________ gallons.  
325,851

8. How much water (acre-foot) does the average California household use per year?  
between one-half and one acre-foot of water

At the top of the page - Click on “Pollution Prevention”

9. What are the 2 types of pollution that affect water quality?  
Point Source & Nonpoint Source Pollution

10. What is Point Pollution?  
Pollution is discharged from a known source, such as a wastewater treatment plant or a factory. Point sources are monitored and regulated to control discharges

11. List 5 examples of Nonpoint Source Pollution.  
Fertilizers, herbicides, oil, grease and sediment

12. What is the main problem behind solving the Nonpoint Source Pollution problem?  
Educating people that they all have a part to play in minimizing the amount of pollutants that originate in a watershed
13. How much could urban and agriculture conservation reduce water demand by?
   1.2 million acre-feet

14. What is desalination?
   Process of removing dissolved minerals, such as salt, from sea water and turning it into
   freshwater

15. How many more desalination plants are proposed for the California coast?
   24 (two dozen)

16. What is Water Recycling?
   Treating municipal wastewater to remove sediments and impurities for reuse

17. Where does Thousand Oaks get its water from?
   State Water Project

18. List the parts of the State Water Project (SWP).
   22 dams and reservoirs, a Delta pumping plant, a 444-mile-long aqueduct

19. a. Where does the State Water Project (SWP) begin?
   Oroville Dam on the Feather River

   b. Where does the State Water Project (SWP) End?
   Lake Perris near Riverside

20. What aqueduct in the SWP delivers water to the Santa Barbara Area?
   Coastal Aqueduct

21. Where does Simi Valley get its water from?
   State Water Project & Groundwater

22. During normal years, what percent of California’s water comes from groundwater?
   30%

23. During drought years, what percent of California’s water comes from groundwater?
   60%

24. Where is groundwater found?
   Groundwater fills pores (spaces) between sand, gravel, silt and clay in water-bearing
   formations known as aquifers
25. Where does Agoura Hills get its water from?
   State Water Project & Colorado River

26. How long is the Colorado River?
   1,440 miles

27. Where does the Colorado River flow through?
   seven states, several Indian reservations and the Republic of Mexico.

28. How much water does California get to use from the Colorado River?
   4.4 million acre-feet of water

29. Where does San Rafael get its water from?
   Other Major Water Systems & Local Streams / Reservoirs

30. What is the Hetch-Hetchy Water Project?
   Transports Tuolumne River water 156 miles from the Central Sierra to San Francisco and peninsula cities

31. What is the PUC?
   Public Utilities Commission

32. Where does the Central Valley get its water from?
   Central Valley Project, Groundwater, Streams & Reservoirs

33. How many Reservoirs are included in the CVP?
   20

34. How many miles of canals and aqueducts are included in the CVP?
   500 miles
Welcome To The T.O.H.S. Sustainability Summit!
Lesson Plan Title: The Road to the White House
Lesson Plan Grade Level(s): 8, 9, 10, 11, 12
Lesson Plan Subject Area(s): ,

Lesson Plan Narrative:

The Road to the White House  During the course of the student?s senior year in Political Systems, students learn about the major components that comprise our United States Constitution and political process. What makes the Road to the White House project so unique and different is the students now get to focus on connecting our American political process to the United States Constitution through first hand evidence they witnessed during the 2008 Presidential race. Instead of getting the traditional generic approach to learning using lectures and the textbook, the students get the opportunity to see how enthralling and exciting it is to be involved in the American democratic system. For example, do many students before the voting age of eighteen understand the importance of voting for their local, state or national officials? How do you get students to understand the great importance of voting in the democratic process? They all have been told that voting is important but when they become part of the process and immerse themselves in the events that are part of the fabric of America they learn to raise their voice and see the great value of voting in a representative system. General Project Description  The project truly allows the students personal expression. There is no mandated textbook involved. Students learn about the process of becoming President of the United States in this social studies unit. The unit follows the presidential candidate(s) and takes them from the Presidential primaries through the National Party Conventions to the general election. As they begin to choose their primary presidential candidate and compile their research data, the amazing part begins. They begin to put their research together in a real working model. All the areas of the project incorporate various learning styles and mediums. When finally completing the project requirements the student become alive, involved, educated and part of the American democratic process. Step No. 1 ? Compiling Research & Data on the Various Presidential Choices  The first part of the assignment is compiling data on the various presidential candidates. The students must gather research from at least two candidates from the Republican, Democrat and Independent parties. Using the established rubric and specific guidelines, the student will then begin to research and collect data on their selected candidates political viewpoints. They will compile primary source
documents that establish their candidate’s political point of view. The data then will be cataloged in their research journal which will be later compared to help them form a qualified and educated political opinion on their choice for President of the United States. The minimum eight political viewpoints they must research and collect data on to help them become educated and qualified voters is the following but not limited to: gun control (2nd Amendment), illegal immigration, abortion (Roe v. Wade), same sex marriage, foreign policy, domestic policy, terrorism, and the economy. The most valuable part of the endeavor is the students not only get to see the various candidate’s political differences but they connect their understanding to how the Constitution is applied and interpreted by our political candidates. Students learn serious data research must be done in order to become an educated voter. In the working world almost all great business plans and ideas must utilize hours of research before a valuable and appropriate course of action is to be taken. Step No. 2 ? Narrowing Your Presidential Choice  The second part of the project involves narrowing your choices. As the primary season unfolds the candidate pool shrinks leaving the students with the contenders from the pretenders. The main idea at this point is to have the students choose their top two presidential candidate choices. They must now go purchase two books regarding their top two choices. During this process they read both books. It is exciting to see the students excited about reading and gaining a further insight into their candidate’s background. This portion is usually done in conjunction with the English department where they will be writing a full book report on each book they have read. During the course of the reading the students are told to mark up and highlight important and interesting portions of the book as they progress through the reading. They are also required to keep a running reflection journal of their thoughts and relate them directly to the previous research regarding the eight core issues surrounding the current campaign. Step No. 3 ? The Multi-Media & Oral Presentations  After the students have completed their research, book reading requirements and reflective journals they complete the project by creating a PowerPoint presentation. The student will deliver an oral presentation regarding their final choice for president using PowerPoint, a visual displays and a class handout outlining their major findings and conclusions regarding their candidate of choice. In today’s technological driven world, this is the portion of the project that receives the most attention and excitement from the students. The oral presentation now gives the student’s the chance to showcase their entire research and promote why they believe their candidate should be the next President of the United States. Personal Reflection  The beauty of this whole project is in its real world application. By taking the students outside the classroom by using the internet, news and print media to gather information the student then becomes a part of the classroom learning environment. They begin to see the components of the Constitution and more importantly understand the value of making informed and educated decision when it comes the most important part of democracy, the right to vote. The project also allows the chance for cross-curriculum instruction between English and Social Science. There are two aspects of this project that are evident at the end of the entire process: 1) when is estimated the twenty-five percent of Americans do not read a book in a single year, we get to see them read two books and see the value of gaining knowledge when making choices, 2) every student who was apathetic about voting before the project comes in excited when they turn eighteen and display their voter registration card proudly. Assessment ? teacher driven research checks? guided rubric for all three portions? reflective journals? date collecting journal? book
reports? oral presentations

Content Standards

English Language Arts

Social Sciences: 12.6 (1 – 6), 12.7, 12.8

Historical & Social Science Analysis Skills: historical research evidence, point of view, Career and Technical Education/Visual Arts: 1.0, 2.0, 3.0, 4.0

Career Preparation Standards: time management, planning, task allocation skills, presentation skills, organization and collaboration, gathering data and evidence for support
During the course of the student’s senior year in Political Systems, students learn about the major components that comprise our United States Constitution and political process. What makes the Road to the White House project so unique and different is the students now get to focus on connecting our American political process to the United States Constitution through first hand evidence they witnessed during the 2008 Presidential race. Instead of getting the traditional generic approach to learning using lectures and the textbook, the students get the opportunity to see how enthralling and exciting it is to be involved in the American democratic system. For example, do many students before the voting age of eighteen understand the importance of voting for their local, state or national officials? How do you get students to understand the great importance of voting in the democratic process? They all have been told that voting is important but when they become part of the process and immerse themselves in the events that are part of the fabric of America they learn to raise their voice and see the great value of voting in a representative system.

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Assessment

- teacher driven research checks
- guided rubric for all three portions
- reflective journals
- date collecting journal
- book reports
- oral presentations

Content Standards

English Language Arts
Social Sciences: 12.6 (1 – 6), 12.7, 12.8
Historical & Social Science Analysis Skills – historical research evidence, point of view,
Career and Technical Education/Visual Arts – 1.0, 2.0, 3.0, 4.0
Career Preparation Standards: time management, planning, task allocation skills, presentation skills, organization and collaboration, gathering data and evidence for support
FILE 1:

CNN POLITICS DAILY

Journals


ACTION:

- Romney releases his delegates, backs McCain.

- Washingtonpost.com

- Reflection:
  - I am still not sure on my support for McCain.
  - I feel less secure with my choice.
  - I must try to be more informed about my political decisions.
  - Reflection: Can I trust my feelings?
PAUL NOT READY TO ENDORSE McCAIN
LIKES OBAMA'S FOREIGN POLICY
May 1, 08

Paul: I think McCain is a disaster. I think Obama is a disaster. But I think Obama has a better chance of winning because he's a better candidate than McCain is. McCain is just a disaster. I don't think he has a chance of winning because he's just a disaster. Obama is a better candidate than McCain is. I think he has a better chance of winning because he's just a better candidate than McCain is.
Lesson Plan Narrative:

California Here We Come! A Classroom Museum

The Unit and its Value

How can California history be presented in an innovative way that’s meaningful, challenging, and exciting for students? In this unit, California history comes alive in a culminating, student-centered California Classroom Museum. Students have an opportunity to view history through multiple perspectives with an emphasis on the California Indian perspective. Together we make connections to social studies, literature, technology, science, math, performing and visual arts, as we investigate California history. Multiple learning styles are addressed, and visual, auditory, and kinesthetic experiences are provided through an integrated curriculum. Students are offered various opportunities to demonstrate their learning and all children are actively engaged in hands-on experiences. This 8-week unit is prepared for 35 students in grade 4 and can be easily adapted and modified to meet the interests and needs of students in grades 1 through 6.

Learning Tools

Information is introduced at a pace and level of complexity that allows a depth of understanding and level of mastery appropriate for the learner. Many tools are used including:

- Internet websites, Microsoft Word, and PowerPoint applications
- Class set of Island of the Blue Dolphins by Scott O’Dell
- Docent-led field trips to Mission Santa Barbara, Santa Barbara Presidio, and Rancho Camulos in Piru
- Ventura County Museum docents bring interesting artifacts and knowledge to the classroom
- Chumash presentations with Julie Tumamait help to educate students about the natural resources the Chumash used in their environment
- Art resources such as watercolors, color pencils, and color chalk pastels
- Songs about California’s history
- Sandra Kaplan’s Depth and Complexity icons help students further investigate multiple perspectives, ethics, patterns, big ideas, details, and unanswered questions to help students make connections across the disciplines

Investigations

We investigate the early people in California history from many different angles.

Students work in literature circles to read and discuss Island of the Blue Dolphins by Scott O’Dell. Journal Entries? Students write about the day in the life of a California Indian child living and working in a mission. This type of journal writing encourages divergent and creative thinking as students explore history.
from different perspectives. Ethics? Students discuss the definition of ethics and record their thoughts and feelings as they answer the question, “Was it wrong or right to bring the Native Americans into the Missions?” Students research internet websites to discover how Mission Indians were treated.

Science Experiments? Students research the process of creating candles and soap from tallow, and other products made during the Mission and Rancho Period. Using the scientific method of investigation, students work collaboratively to develop questions and form hypotheses. Students experiment making products with the help of many parent volunteers. They gather data, form conclusions, and present their newly found knowledge to the class.

Adobe Brick Work? Students gain a better appreciation for the amount of time and effort it took to make an adobe building by creating adobe bricks using dirt, water, and straw.

Early People in California Report? Students use internet resources along with the writing process to complete a five paragraph research report using Microsoft Word.

Mural? Students work collaboratively to create a mural depicting the day in the life of a Mission Indian.

Early People in California Project? Students complete a finished product or artifact to present, which may include a model, a poster, a timeline, an ABC book, a PowerPoint presentation, or a game.

Math Investigations? Students discover the volume of an adobe brick, discover the area and perimeter of mission layouts, and create a poster of mission architectural elements to demonstrate their knowledge of geometric vocabulary.

PRESENTATION AND ASSESSMENT
To conclude our exploration of the early people in California and to help bring this part of history to life, students host a classroom “California Museum” which is attended by other classes, parents, and family members. Students take on the role of a California Indian, a Padre, a Spanish Soldier, or a ranch owner as they present and discuss projects and artifacts. This museum provides students with the opportunity to share their written work, display their creative artwork, journal entries, games, models, science experiments, and other artifacts. This exciting event positively affects student learning and also provides students with a greater amount of self-confidence. They truly become experts in a given field of knowledge, and gain the ability to share that knowledge with peers, other classes, and family members. Students also perform a musical play titled “California Missions and More!” This play takes the audience on a tour of early California with a special attention to California Indians and offers an additional opportunity for student expression. Throughout this unit, students develop a deep appreciation of the many difficulties the California Indians encountered and gives students a new appreciation for the state they live in. This unit also encourages novelty and uniqueness in the interests and abilities of the learner. The positive and enthusiastic response I have received from teachers and parents from this “California Museum” feeds my desire to continue developing exciting and innovative units for my students in the future.

ASSESSMENTSThe use of a rubric helps to assess student-made models, artifacts, oral discussions, art projects, journals, “Depth and Complexity” frames, math projects, research reports, and science experiments. For an authentic summative assessment, students engage in a one-on-one conference with the teacher to discuss their experience and what they have learned. Students also complete a self-evaluation to assess their work and participation.

CONNECTIONS TO CURRICULUMThis project meets many of California’s fourth grade state standards including: California Social Studies 4.2.1; 4.2.3; 4.2.4; 4.2.5; and 4.2.6. English-Language Arts Writing 1.0; 1.1; 1.2; 1.4; 1.7; 1.9; 1.10; 2.3.a; 2.3.b; and 2.3.c. Written and Oral English Language Conventions 1.0 Listening and Speaking Strategies 1.0; 1.2; 1.5; 1.8; 1.9; 2.1; and
2.2. Science 6.0.1 Investigation and Experimentation
Mathematics, Measurement, and Geometry 1.1; and
3.0. Mathematical Reasoning Standards 1.0; and 2.3 for grade 4.
California “Museum”
Here We Come!

Students display projects, including games, artwork, journal entries, models, and artifacts during our own classroom “California Museum.”
Students are actively engaged in “hands on” activities including washing clothes on a washboard, grinding acorns, pressing tortillas, and making adobe bricks.
Julie Tumamait teaches the class about traditional Chumash food, instruments, and dance.
Examples of student research reports, journal entries, unanswered questions, and answers to ethical questions.
Creating art with watercolors, color pencils, chalk pastels allows students to express themselves visually and creatively. Students have opportunities to act in performances about early California.
Students make connections across the disciplines to learn about the Early People in California History.
Docents from the Santa Barbara Presidio and the Santa Barbara Mission shared their expertise with the class.

We learned so much information!
Lesson Plan Narrative:

Young and old alike love the Disney ride ?It?s A Small World? Recreating our own version of the popular ride as a culminating activity makes for an exciting and different way to demonstrate students expertise. What begins as a simple social studies lesson on Where We Come From and Maps runs through many aspects of the curriculum including, language arts, music, writing, speaking, art and social studies. This unit can be most effectively accomplished by allowing students many different learning opportunities, reaching all different modalities while allowing a great deal of personal expression. After doing extensive research it is up to the students to decide what things they should create and explore to put on display. Beginning with the choice of their country to the actual culminating activity it is student driven to allow and encourages students to learn just for the love of learning. They become ambassadors of their countries and are encouraged to make choices as to what they feel is most important and worthwhile to share with all the guests (including all other classes, principal, parents, support personnel, etc. etc.). This will give them a perfect time to realize both the similarities and differences that make our world ?a small world after all?. The lesson is relevant to the real world by building an awareness and love of other places. The lesson can easily be adapted for many grade levels and be added to and built upon each year.
Grant #: 30

District: University Charter Middle School
School: University Charter Middle School
Participant(s): Dana Lomax, Jennifer Todd,

Lesson Plan Title: Reading Writing and Resistance: Resisting Oppression from Hitler to our Hallways
Lesson Plan Grade Level(s): 6, 7, 8, 9, 10, 11, 12
Lesson Plan Subject Area(s): Language Arts/Reading, History/Social Science, Visual Arts,

Reading Plan Narrative:

Reading, Writing, and Resistance: Resisting Oppression from Hitler to Our Hallways

Impacting Student Learning? Grades 6-12, Language Arts and History

A study of 15,000 secondary students indicates that 10.6% are victims of bullying (Nansel et al., 2001). We have found a need to change the way we teach in order to empower students to treat each other kindly. This need became clear to us last year when we were studying Anne Frank, and Christelle asked, ‘How come all of these stories and units show us how not to treat people. When are we going to learn how we are supposed to treat each other?? From then on, our teaching changed. We made a conscious decision to teach about the injustices in our societies, and also to empower students and offer them the tools to help build peace and promote understanding among people. We made a commitment to find solutions for intolerance and bullying. Students begin to understand what it means to be oppressed and learn to see the signs of oppression. Ultimately, it is our desire that students will be able to sense injustice and have the tools to overcome it and build peace.

Building Background

In all of the units in 8th grade, students are asked to examine how people treat each other. The story of Anne Frank ties into this essential question. To begin, students choose a topic from World War II and conduct research. Students write a 5 paragraph report. Next, they create a page on the topic. The students then assemble their pages into books. To reinforce what they’ve learned, the students watch films: Life is Beautiful, Empire of the Sun, and Boy in the Striped Pajamas. These heartbreaking films portray the suffering caused by oppressive regimes during the war. Finally, students participate in the Butterfly Project by making butterflies that represent the 1,500,000 children lost in the Holocaust.

Going Deeper? Reading Activities

Reading Anne Frank is an 8th grade rite of passage. Students are introduced to WWII, her moving diary, and the atrocities committed by the Nazis. In order to help students understand the era in which Anne lived, a cassette of a WWII veteran is played. Each day, excerpts are played. This cassette contains an interview between one of the teachers (when she was in 8th grade!) and her Grandfather. He recounts the war, the liberation of the concentration camps, his involvement with the French Resistance, and emphasizes the idea that no one should ever be
treated the ways the Jews were. He states, "They were grabbing our boots, kissing our hands; they were walking skeletons. There was so much crying, and no one ever put them down for that because those people suffered." The students visualize the war. Finally, the students watch clips from the movie and are assessed on their knowledge of WWII and their comprehension. At the end of the unit, we visit the Museum of Tolerance.

Fighting Oppression Locally ? Beyond the Text

The culminating activities in this 4 week unit personalize the issue of fighting oppression. Throughout the unit, students ask: "Why did the people wear the stars?" "Why couldn't they stop Hitler?" They study resistance and see that people did try to stop the Nazis. They learn that groups working together can help end oppressive regimes. We bring the topic back home and ask students, "Can we end bullying in Middle School?" Using a curriculum, Let's Get Real, students learn about what bullying is, why people are bullied, and what they can do about it. They begin by completing a survey called, "What's Going on at Our School?? The students answer about what types of bullying is happening in our hallways. They learn how to use "I" statements to help them stand up for themselves and others. The students also learn how to: Give up put downs, seek wise people, notice hurts, right wrongs, and help others. This common language and goal of ending bullying help make it easier for students to stand up to oppression. We also make class and school-wide action plans that include classroom meetings and a Peace, Love and Kindness Club. This anti-bullying curriculum gives students the tools to resist oppression in their lives. We end the unit by watching an interview with Mel Brooks. Mr. Brooks is Jewish and served in WWII. Mel talks about fighting the oppression of the Nazis and the racist oppression he faced in the US Army. (Fellow soldiers called him "Jew boy!?) Hitler is included in nearly every movie/skit that Mel Brooks created. Mel loves the irony that a Jewish boy from Brooklyn survived Hitler's oppression. He reminds his audience that humor is a tool in the toolbox that we can use in the face of oppression. Students' learning is positively impacted in a variety of ways. Students learn the history of WWII, look at oppression, and study attempts to resist Hitler. They learn about the life of Anne Frank. They analyze why people bully and empathize with both bullies and people being bullied. The students have begun to load their toolboxes with tools for dealing with intolerance and unkindness. In classroom meetings, students report being allies for traditionally pick on kids. We began to hear "I" statements in action. "When you call me retarded, I feel angry, and I expect you to stop," or simply, "Don't say that! I think that's mean!" We have presented this unit to over 100 middle school students. Throughout the unit, we employed scaffolding, realia, visual and aural representations, and hands-on experiences so that all students could access the information. This unit is adaptable to a variety of texts and integrates, U. S. History, Film, Psychology, Character Education, and Language Arts.

Language Arts Reading Standards: 2.3, 2.7
Literary Response and Analysis: 3.3, 3.2, 3.4, 3.5
Writing Strategies: 1.1, 1.4, 1.6
Writing Applications: 2.3
Written and Oral Conventions: 1.1, 1.4, 1.6
Listening and Speaking Strategies: 1.2, 1.8
Speaking Applications: 2.3
Assessments: warm-ups, Socratic Seminar, research report, journal entries, final test, art project, surveys
Lesson Plan Title: Something as Precious as Gold
Lesson Plan Grade Level(s): 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Lesson Plan Subject Area(s): Language Arts/Reading,

Lesson Plan Narrative:

Something as Precious as Gold?What is a memory?? asks a small boy, after overhearing that his friend, ninety-six year old Miss Nancy, is loosing hers. The people he asks have different answers. ?Something warm.? ?Something from long ago.? ?Something that makes you cry.? ?Something that makes you laugh.?And so Wilfrid Gordon McDonald Partridge, in a book written by Mem Fox, begins a journey to find memories for Miss Nancy.For first grade teachers, finding motivating and authentic writing experiences for young students can be challenging. Finding assignments that allow for choice and divergent experience, yet have enough scaffolding so that all students can be successful, is even more difficult. By engaging family involvement initially and as a target audience for writing, by building on a foundation of oral language, supported and motivated by social interaction, the products of writing inspired by this book are some of the most meaningful writing we see from our students throughout the year. The process begins as teachers read aloud the selection to the students. We then guide students to make text-to-self connections, to share happy and sad memories, frustrating and silly memories. In the book, Wilfrid Gordon collects items: a newly hatched egg, a sea shell, a medal from the war, a puppet and a football with which he hopes to jog Miss Nancy?s memories. We pass out brown paper bags and ask our students, with parent help, to collect five small artifacts from home that represent a range of their own personal memories. Teachers also collect artifacts to share. Pulling one item out of our own bags, we model for students how to share a memory. We talk about where we were, what we did, who we were with, how we came to have this artifact and how talking about it makes us feel. Teachers model Language Arts speaking skills of staying on topic and using descriptivewords as we focusing on rich language and complex sentence structures. The oral presentation is followed by modeled writing lesson in which the teacher thinks aloud? while writing, articulating the thoughts and decisions awriter makes while composing a piece. Modeled writing can take place on a computer with projection capacity, on an overhead projector or on large chart paper. The instructional focus may vary from mechanics and spelling to word choice and sentence structure. We select our instructional focus from grade level Language Arts writing standards and from
observations of needs presented in previous student writing. On another day, students are asked to select one item from their own bags to share. Two or three students are asked to share their items with the whole class as the teachers prompt with questions and suggestions, modeling Language Arts listening skills of asking questions to clarify and improve understanding. Then we spin the Partner Wheel and all students pair up to take turns talking about their items and related memories. A second spinning and sharing provides all students with lots of ideas and oral language practice before turning to print. Students go back to their seats to write, introducing, and then relating how the artifact connects to a personal memory. As children finish writing, they are encouraged to share their written work with peers, who have been trained to ask clarifying questions and help with simple editing. This process is repeated over the next few days. When students have written three to four different memories, they reread their work to select the piece they find most compelling. Later, in guided writing groups, students are coached to apply Language Arts writing strategies to revise and edit their favorite pieces. Revision strategies encourage rewriting to improve meaning, to enrich word and phrase choice, and to extend ideas. Editing strategies focus on spelling and punctuation. Now the students are ready to publish their pieces, either in their own writing or typed on the computer. The final copy of each published memory includes a picture of the student holding the artifact they selected. Students can take pictures using classroom digital cameras. They can locate their own pictures in a file on the computer and print the picture in a window in the published piece. Now they have final products to be mounted in the classroom, to take home and share with their families, to be returned to class later for inclusion in their writing portfolios. This lesson sequence has evolved over the last six years in the classrooms of five, first grade teachers who seek to develop motivating and authentic writing opportunities for students. Grounded in the Language Arts of speaking and listening, reading and writing, the process builds reading comprehension skills as students learn to make personal connections to what they read. Students work through the writing process as they engage in multiple pre-writing oral language experiences. They have many opportunities to write about personal memories. They have choice, both in the artifacts selected from home and in the pieces they will publish. They learn to apply revision and editing skills as they prepare to publish their work. They produce final products complete with unique photographs. They write for and to an authentic audience: their families and peers. Following the gradual release of responsibility framework, wherein the teacher explicitly teaches focus skills, provides modeling, guided then independent practice, all students are successful. Based on District writing rubrics for first grade, all our students over the past six years produced grade level benchmark writing. This lesson sequence can be used at any grade level by shifting the instructional focus and writing benchmark expectations. What’s a memory? asks Wilfrid Gordon of Mr. Drysdale, who had a voice like a giant. Something as precious as gold, he’s told, Something as precious as gold. We think the personal writing our students produce through this process is truly something as precious as gold.
Something as Precious as Gold

“What is a memory?” asks a small boy, after overhearing that his friend, ninety-six year old Miss Nancy, is losing hers. The people he asks have different answers. “Something warm.” “Something from long ago.” “Something that makes you cry.” “Something that makes you laugh.”

And so Wilfrid Gordon McDonald Partridge, in a book written by Mem Fox, begins a journey to find memories for Miss Nancy.

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The process begins as teachers read aloud the selection to the students. We then guide students to make text-to-self connections, to share happy and sad memories, frustrating and silly memories. In the book, Wilfrid Gordon collects items: a newly hatched egg, a sea shell, a medal from the war, a puppet and a football with which he hopes to jog Miss Nancy’s memories. We pass out brown paper bags and ask our students, with parent help, to collect five small artifacts from home that represent a range of their own personal memories.

Teachers also collect artifacts to share. Pulling one item out of our own bags, we model for students how to share a memory. We talk about where we were, what we did, who we were with, how we came to have this artifact and how talking about it makes us feel. Teachers model Language Arts speaking skills of staying on topic and using descriptive words as we focusing on rich language and complex sentence structures. The oral presentation is followed by a modeled writing lesson in which the teacher “thinks aloud” while writing, articulating the thoughts and decisions a writer makes while composing a piece. Modeled writing can take place on a computer with projection capacity, on an overhead projector or on large chart paper. The instructional focus may vary from mechanics and spelling to word choice and sentence structure. We select our instructional focus from grade level Language Arts writing standards and from observations of needs presented in previous student writing.

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encouraged to share their written work with peers, who have been trained to ask clarifying questions and help with simple editing. This process is repeated over the next few days.

When students have written three to four different memories, they reread their work to select the piece they find most compelling. Later, in guided writing groups, students are coached to apply Language Arts writing strategies to revise and edit their favorite pieces. Revision strategies encourage rewriting to improve meaning, to enrich word and phrase choice, and to extend ideas. Editing strategies focus on spelling and punctuation. Now the students are ready to publish their pieces, either in their own writing or typed on the computer.

The final copy of each published memory includes a picture of the student holding the artifact they selected. Students can take pictures using classroom digital cameras. They can locate their own pictures in a file on the computer and print the picture in a window in the published piece. Now they have final products to be mounted in the classroom, to take home and share with their families, to be returned to class later for inclusion in their writing portfolios.

This lesson sequence has evolved over the last six years in the classrooms of five, first grade teachers who seek to develop motivating and authentic writing opportunities for students. Grounded in the Language Arts of speaking and listening, reading and writing, the process builds reading comprehension skills as students learn to make personal connections to what they read. Students work through the writing process as they engage in multiple pre-writing oral language experiences. They have many opportunities to write about personal memories. They have choice, both in the artifacts selected from home and in the pieces they will publish. They learn to apply revision and editing skills as they prepare to publish their work. They produce final products complete with unique photographs. They write for and to an authentic audience: their families and peers.

Following the “gradual release of responsibility” framework, wherein the teacher explicitly teaches focus skills, provides modeling, guided then independent practice, all students are successful. Based on District writing rubrics for first grade, all our students over the past six years produced grade level benchmark writing. This lesson sequence can be used at any grade level by shifting the instructional focus and writing benchmark expectations.

“What’s a memory?” asks Wilfrid Gordon of Mr. Drysdale, who had a voice like a giant. “Something as precious as gold,” he’s told, “Something as precious as gold.” We think the personal writing our students produce through this process is truly “something as precious as gold.”
Writing Process in a First Grade Classroom

Students Share Artifacts

Teacher Models “Think Aloud” Writing

Students Write

Students Share Writing

Student Photos with Artifacts
A Special Memory
by Anna Dao
This bracelet reminds me of my stitches in my back. I hurt myself by walking on a wall and I fell into a palm tree. I went to the hospital. It was on Halloween. It felt scary.

A Special Memory
by Caitlin FitzGerald
I brot in a sad memory. It is one of the tags that goes on a dogs collar. My dog was named Chaz. He was a nice dog. He was fun to play with. We had to put him a sleep. I miss him.

A Special Memory
by Mackenzie
This card reminded me of my grandmas birthday. I got there on her 71st birthday. I was with my mom. I made the birthday card for my grandpa. I put lots of stickers on it. I drew lots of streamers on the birthday card. I gave it to her. I love my grandma.

A Special Memory
by Tommy
My reflection ribbon reminds me of when I got to the second round of the contest. My work was a poem. The ribbon is red and purple. It has stars on it. My mom was proud of me.
Lesson Plan Title: All A'Buzz About Bees
Lesson Plan Grade Level(s): Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8
Lesson Plan Subject Area(s): Language Arts/Reading, Mathematics (AMGEN Category), History/Social Science, Science (AMGEN Category),

Lesson Plan Narrative:

ALL A'BUZZ ABOUT BEESThis unit teaches first graders all about bees. In just two short weeks, the children will touch a plethora of areas listed in the California standards while enjoying a multitude of fun in an innovative, creative way. The unit begins with a movie to introduce the information to the students. The teacher assists the children by presenting an outline which lists the areas to note during subsequent lessons that include literature, visuals and other movies to involve the students in their comprehension of the subject. (Areas for notation include: about the bee, the flower, the hive, the cells and about the beekeeper.)

Working as a whole group, a small group and an individual, the students are given opportunities to complete math activities (Algebra and Functions; Number Sense; Measurement and Geometry; Mathematical Reasoning) create visual arts (Visual and Performing Arts: Visual Arts Content Standards) sing songs & create crafts (Visual and Performing Arts: Visual Arts Content Standards) plant flowers and write (the final product) their own stories about bees (Written and Oral English Language Conventions; Writing Strategies; Writing Applications; Literary Response and Analysis.) The second week begins with a visit from a local apiarist. His presentation includes an interactive discussion and a hands-on adventure for the students that include: the hive, the cells, the wax, the beekeeper outfit and (of course) a taste of honey. Each child displays their book (which has their report, their math and their photographs) along with their bookmark and their bee art and crafts at the annual school open house. This unit is truly one that encompasses all but a very few of the academic standards that a child needs to learn and demonstrate during their yearlong career as a first grade student! including fun and excitement! Enriching lessons include:? Movies:1. Reading Rainbow: ?The Life Cycle of the Honeybee?2. The Magic School Bus: ?In a Beehive?3. ?The Honey Files?? Contact:1. Mr. Brian Davis, apiarist (beekeeper)? Our Garden Plants that Attract Bees:1. lilacs2. lavender3. poppies4. sage Areas Highlighted from CA Content Standards: Algebra and Functions: 1.0, 1.1, 1.2 Visual and Performing Arts: Visual Arts Content Standards: 1.0, 1.1, 2.0, 2.1, 2.2, 2.3, 2.4 Number Sense: 1.0, 1.1, 1.2, 1.3, 1.4, 2.0, 2.1, 2.2 Measurement and Geometry: 1.0, 1.1, 1.2, 2.0,
2.1 Mathematical Reasoning: 1.0, 1.1, 1.2
Life Sciences: 3a, 3b, 3c
Statistics, Data Analysis, and Probability: 1.0, 1.1, 1.2, 1.3
Written and Oral English Language Conventions: 1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7,
Listening and Speaking: 1.0, 1.1, 1.2, 1.4, 1.5
Speaking Applications: 2.3, 2.4
Reading Comprehension: 2.0, 2.1, 2.2, 2.3, 2.6, 2.7
Literary Response and Analysis: 3.0, 3.1, 3.3
Writing Strategies: 1.0, 1.1, 1.2, 1.3
Writing Applications: 2.0, 2.1, 2.2
Lesson Plan Title: Egypt Through the Eyes of a Pharoah
Lesson Plan Grade Level(s): 6
Lesson Plan Subject Area(s): History/Social Science, Visual Arts,

Lesson Plan Narrative:

This lesson is taught over a number of days/weeks, depending on the time available. After studying Ancient Egypt and the significance of the burial practices of the Egyptians, students will create and decorate a tomb, make and decorate a sarcophagus and mummy, and sculpt a mask of the boy pharoah, Tutankhamen. This lesson is cross-curricular primarily for Social Science and Art but there are elements of Science, Math, Religion, and Language Arts. The main state standards for Social Studies that are met are 6.2.3, 6.2.5, and 6.2.9.

Project 1: After studying the Ancient Egyptians (I use McDougal Littell's Ancient Civilizations) The students cut out chevron shapes that have 6 inch sides from yellow/tan construction paper (you can also cut out four triangle shapes and attach them to make the pyramid.) With colored pencils, the students decorate the inside walls with the things they want to bring with them into the after-life. These can be modern day or they can used ideas from research they have done. One of the inside walls must include their name in Egyptian hieroglyphs (I found this on the Internet.) The students decorate the outside walls to simulate bricks. A six inch square becomes the base of the pyramid but we leave one of the flaps open so you can see in.

Project 2: Use Model Magic and half of a small styrofoam egg as a form. The students fashion a mask replicating the death mask of King Tutankhamen. After they dry for about 48 hours the masks are painted gold and royal blue following the design of the original mask. I use a poster I picked up from a museum but there are plenty of pictures on line.

Project 3: Students decorate a box small enough to fit inside their tomb (I teach them how to make an origami box but any small gift box will do) as a sarcophagus. They decorate the outside with jewels, ribbon, clipart, paint or any other media of their choice. I offer some supplies but they are also encouraged to bring things to share from home. They also make a mummy from aluminum foil that they wrap in linen strips (usually tissue paper, paper towels, tissues, etc.) In their sarcophagus they put pictures or small replicas of the things they would like to have with them in the after-life.

Project 4: Students write a two paragraph essay describing what and why they included on the walls of their tombs and in their sarcophagus. I assess the student projects based on the objectives that have been set for each project on a rubric. The tomb
must include their name in hieroglyphs and the walls decorated inside and out. the mask must be representational of the original death mask including such features as the beard and headress. the sarcophagus must be decorated inside and out, include a mummy and objects for the after-life. this lesson positively affects the learning and achievement of the students because it has something for everyone. there are directed lessons (the construction of the tomb, the modeling of the mask, and the folding of the boxes.) However, there are also opportunities for students to add their own innovations. the writing assignment usually goes pretty quickly because the students are ego-involved talking about what they think is important in their lives. i have been doing this unit for the last five years with positive results. in fact, it has been so successful that these items are put out for all of the 6th graders at our annual art faire in the spring. this next year i am planning to add making a life size mask by having an adult volunteer (perhaps my principal or aide) allow me to use orthopaedic casting material and petroleum jelly to make a mask of their face. i would then paint this and use it as my model for the students to copy for thier masks.
Lesson Plan Title: Ancestral Country Travels
Lesson Plan Grade Level(s): 1, 2, 3, 4, 5, 6
Lesson Plan Subject Area(s): Language Arts/Reading, Mathematics (AMGEN Category), History/Social Science, Visual Arts,

Lesson Plan Narrative:

Ancestral Country Travels

What country is your family from? Are you prepared to travel there? To connect third and fourth grade students to their heritage we asked students to uncover information about where their ancestors are from. First, students interviewed family members to make a family tree and located their country of origin on a world map. To connect to families and familiar foods, students brought in and ate food, using recipes from their family and/or culture for all to try. Next students began preparation for travel to the country of their ancestors. To prepare for travel each child designed a traveling trunk with their country?s flag and decided what items would be important to travel with. Besides clothing and their favorite stuffed animal, students chose to bring items like journals, a book about the country, and cameras. To pay for their travels students chose an occupation and received a paycheck. They cashed their paycheck at the ?bank? and received money, which they began counting right away. Students were taught how to pay for items or write checks and then deduct the amount using a balance sheet. The money was used to pay for services before and during their travels. After each service students took out their ?wallet?, counted out the money, and deducted the amount off of their balance sheet. (Mathematics: Grade 3 - 2.1, 3.3, Grade 4 ? 3.1) Before traveling to a foreign country, one engages in many real world activities. To bring this to life students were assigned partners to role-play as the service provider and the client. Students paid for their utility bills, put a stop on their mail and newspaper services, went to the post office to apply for a passport and take a passport photograph, visited the doctor, spent time with a travel agent, and reserved lodging and transportation. For example, at the doctor?s office, one student acted as a doctor and one as a patient and then they switched roles. At the doctor?s students had an eye exam, health exam (weight, height, overall health), and recommended medications and/or immunizations. At the travel agency students reserved a plane flight, used a map with a compass rose to make directions from their home to the airport, and calculated time zone differences. At the end of each activity students wrote a journal entry to document their learning and experience. (Writing: Grade 3 ? 1.1, Grade 4 ? 1.2) Students also researched information about their country
using country books, travel guidebooks, encyclopedias, and the World Wide Web. Students learned more about the landmarks and geography of their country, the weather during different times of year, cities in the country, languages spoken, and any information they had an interest in. After researching, students used their notes to write and type research reports about a topic of interest. (Reading: Grade 3 ? 2.1, 2.6, Grade 4 ? 2.2; Writing: Grade 3 - 1.3, Grade 4 - 1.5, 1.7, 1.9)Once prepared for travel, students simulated a plane ride with safety guides and an in-flight movie, Earth, to travel to their country of origin. While traveling, students researched current events in the country and wrote a paragraph summarizing important information about the event, created a mock postcard in friendly letter format, and made a travel brochure. (Writing: Grade 3 ? 2.3) As students were traveling, they developed a culminating event to share their experiences and learning. When students returned, we held a World Fair for students to present their learning and artistic artifacts with parents and other students. (Visual Arts: Grade 4 - 3.5, 5.4) Dressed in costume from that time period and country, students demonstrated their knowledge of their family history, culture, and country of origin with others. (Listening and Speaking: Grade 3: 1.8, Grade 4 ? 2.2, 2.3)After the project, students self-evaluated their work and teachers evaluated student work using a rubric (attached). Our Ancestor Adventure project supported students in many ways, both socially and academically. Not only did students learn, apply, demonstrate, and share their knowledge of content standards (attached), but students gained understanding and perspective about the diversity of people in their own classroom and in the world. We highlighted both similarities and differences, allowing us all to connect with one another providing a climate of awareness, understanding, and trust. This project sparked inspiration and launched us into studying the local Native Americans in the Ventura region where many students are from. Forevermore, students will be able to share knowledge about where their ancestors are from, have a connection to their family and country of origin, and have perspective about the many places around the world we all come from.
Ancestral Country Travels
Student Quotations

Following the project, students participated in council where they shared their thoughts from the question, "How did you grow or what did you learn about yourself from participating in the Ancestor Project?" Here are some quotes from the kids on what they learned by constructing, designing, and creating this project:

"I learned that I have to share my emotions."

"I learned that we all have different ways to grow and that we all start from different places."

"The 4 months of doing the project was the most fun, even more fun that having our World Fair. I wish it wasn't ending."

"I learned that you to try our hardest and be patient with yourself, even when things are hard."

"I learned not to give up and to keep trying."

"I learned that when you think you are done, you have really just begun!"

"I learned to try hard, no matter what happens."

"I learned that if you want to do something, and then just do it!"

"I learned not to get angry at others when they hurt you and to forgive them, even if they don't forgive you."

"I learned to help others when they need help."

"I learned that there is something special in everyone."

"I learned that when things are hard, keep trying!"

"I learned that we are all one of a kind; it's like we are all our own plant growing in different seeds."

"I learned that spending with time with my friends and family and making a world is fun!"

"If I put my mind to it, I can do the best I have ever done!"

"I learned that there is much more to my country and culture than I thought!"

"I learned that I grew in my own and that I can push myself more than I do most of the time."

"I learned that ANYTHING is possible and that you can do more when you work as a team!"
Ancestral Country Travels
Project Rubric

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<th>Category</th>
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<th>Good</th>
<th>Fair</th>
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<tbody>
<tr>
<td>Writing within Project Choices</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Facts/examples are accurate.</td>
<td>Most facts/examples are accurate.</td>
<td>No facts presented.</td>
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<td>Writing had good content, was in proper paragraph or sentence format, and had strong mechanics.</td>
<td>Writing had good content, but had several mechanical errors.</td>
<td>Writing did not make sense, had many mechanical errors, or did not contain enough content.</td>
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<td>Creativity in Project Choices</td>
<td>Work was student creation.</td>
<td>Work was parent directed.</td>
<td>Work was obviously done by parent.</td>
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<td>Public Speaking</td>
<td>Public speaking was taken seriously with obvious effort. Voice was clear with good volume.</td>
<td>Public speaking was not taken seriously or unclear. Little effort was put forth in preparation.</td>
<td>Lack of effort was obvious and unprepared.</td>
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<td>Classroom Participation During Entire Study</td>
<td>Participated fully in related cooperative activities, writing, discussions, art, and field trips.</td>
<td>Participated was little during in related cooperative activities, writing, discussions, art, and field trips.</td>
<td>Participation was minimal or inappropriate during related cooperative activities, writing, discussions, art, and field trips.</td>
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Comments:
Ancestral Country Travels
California Content Standards

3rd Grade Standards

Reading
2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.
2.6 Extract appropriate and significant information from the text, including problems and solutions.

Writing
1.1 Create a single paragraph
1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).
2.3 Write personal and formal letters, thank-you notes, and invitations

Listening and Speaking
1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).

Math
2.1 Find the sum or difference of two whole numbers between 0 and 10,000.
3.3 Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.

4th Grade Standards

Reading
2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).

Writing
1.2 Create multiple-paragraph compositions
1.5 Quote or paraphrase information sources, citing them appropriately.
1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.
1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).

Math
3.1 Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers.

Listening and Speaking
2.2 Make informational presentations
2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.

Visual Arts
3.5 Write about a work of art that reflects a student’s own cultural background.
5.4 Read biographies and stories about artists and summarize the readings in short reports, telling how the artists mirrored or affected their time period or culture.
Lesson Plan Title: Sports Spectatorship
Lesson Plan Grade Level(s):
Lesson Plan Subject Area(s): Language Arts/Reading, Mathematics (AMGEN Category), History/Social Science, Science (AMGEN Category),

Lesson Plan Narrative:

Impact II Grant Application: Sports Spectatorship Several of the faculty at our school were searching for a theme that engaged students in a variety of academic areas through activities anchored in content that would be educationally significant and motivational. Organized sports offered such a theme. First, sporting events occur as significant social events in our society and chronicle such important social changes as race relations and women's advancement. Additionally, the broadcasting of sporting events has produced a socially significant player, the spectator. Today, the spectator does much more than watch athletes compete. The spectator observes performance, reads and analyzes performance data, makes predications based upon those data, and communicates the conclusions drawn from the data. Beyond athletic performance, spectatorship requires a cognizance of the contributions of other nations to a sport and of the sports role in the social evolution of our own society. Thus, sports, from the vantage of the spectator, offered a unique opportunity for students to apply and acquire academic knowledge in curriculum areas of Math, English Language Arts, Social Science, and Science. With this year being an Olympic year, some of the faculty of our school decided to take advantage of this naturally occurring event. This project began in a single class using sports spectatorship as a tool to provide real world use of academic skills. In this class, information about sporting events was brought into the regular curricular studies as the different sporting seasons unfolded. Thus, local and national competition in baseball, soccer, football, and basketball were used to teach content in Math, English Language Arts, Social Science, and Science. The project started in summer school with the advent of baseball season. In November, the whole school began a hundred day countdown to the Olympics. An enlarged calendar was placed by the front door of our school, and the students marked off the days by adding to the calendar the number of days left to the Olympics. During the Olympics, each Olympic day was marked on the calendar. As the Olympics neared, our school chose Canada as our country to study in depth. While learning about Canada we included lessons about the meaning and history of the Olympics. Our school has a scouting troop, and we
used this format to conduct our own "Olympics" with classes competing against one another in simulated Olympic sports. Students at our school "competed" in such events as "ice hockey", "bobsled racing", "figure skating", and "speed skating". These events were realized by two simple factors: a few imaginative props provided by our scout leader and the powerful imagination and creative energy of our students. Academically, we accessed our curriculum through sports in the following ways. In their concern with performance and measurement, sports offer a rich application of mathematics. Our lessons addressed two state standards in number sense: understanding the place value of whole numbers and solving problems involving addition and subtraction. The approach of the Olympic games offered an opportunity to count to 100 and to use a calendar to maintain a log of the days until the Olympics. Before the Olympics, football season produced local teams whose scores offered opportunities to read the data tables in the newspaper. These data provide practice in numeral recognition, graphing of scores, comparison of scores, and practice in creating mathematical sentences. During the Olympics, these activities were extended into the Olympic games and included recording & graphing Olympic medal counts for different countries. These observations, collections, and presentations of data directly connect sports to science and the state standards in the areas of investigation and experimentation. Our encounter with sports data involved the recording of observations and data with pictures, numbers, and written statements. As we encountered sports through newspaper reports and presentations on the Internet, we learned to focus on the important actions in a sporting event. The news of sports permeates our country's social space, and it can be accessed in a variety of media. Our students had opportunities to learn about the organization of the newspaper, practice in reading tables, and experience in finding sports information on the Internet. Through these activities, the students encountered new words, and excellent models of descriptive language. These activities connected with state standards in English Language Arts through the comprehension and analysis of grade level appropriate text. In mapping the activities involved in sports spectatorship to the curriculum, we found that spectatorship contained a large intersection with Social Science. Sports reflect the environmental and historical contexts of a people involving events not always encountered in the curriculum. We expanded our curricular content in tracing the ways in which people have used the resources of the local region through learning about the different sports that are natural to different areas. Several classes at our school chose a country to support as spectators during the Olympics. One class, which has chosen Jamaica, learned about the historic Jamaican bobsled team: they learned about the influence of climate on sports in Jamaica; they learned about the Jamaican team's willingness to expand their possibilities. The class that began the project on sports spectatorship learned about the early women's baseball teams in the United States. They learned about the progress of women's baseball from the early days of "Bloomer Girls" to present day professional teams. This history highlighted the importance of the achievement of women athletes in the Olympics this year. Although sports attracted the faculty for its intrinsic motivational value, the variety of academic skills continuously amazed us. The subject imbues the sometimes-staid curricular content with an intrinsic interest individualized for each student. Our assessment procedures respected this informality. Dynamic-type assessment was conducted as part of the activities through directed questions, along with criterion-referenced tests that evaluate general curriculum content and are given quarterly by our school. Sports provide depth in both sequence and scope of academic
skills. Of particular interest was the ability to include students with a wide range of academic abilities. As an experience and as a subject matter, sports spectatorship offers something for everyone.
### Number of Medals

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### Chart

- **Objects Used:** football, basketball, baseball, tennis
- **Actions:** kick, throw, swing, hit
- **Ways to Score:** goal, field goal, home run
The Key to the Universe

Man must rise above the Earth—to the top of the atmosphere and beyond—for only thus will he fully understand the world in which he lives. —Socrates

To help my students better understand our amazing planet and all the incredibly rare traits it has, yet also how insignificant Earth is when considering all of space, we dove head first into a study of astronomy. To peak their interest in space, I took the lead from the best, Mr. Stephen Hawking. Together, our class read George’s Secret Key to the Universe co-written by Stephen Hawking, his daughter Lucy Hawking, and Garry Parsons. Through the main character, George, the students experienced adventures into space, learning about the vast climate changes and gravitational pulls. Interspersed throughout the book were photographs of various objects in space along with factual information about that object (i.e. all the planets, cosmic clouds, the Milky Way, etc.). To focus specifically on each planet we read The Magic School Bus-Lost in the Solar System in guided reading groups. The formative assessment for the study of the planets was a solar system flipbook. Each student created a flipbook, where the sun and each planet was represented along with 5 facts about it. 3rd grade standards: Science 4d, Reading 1.1-1.3, 2.0, 2.6

To further support their interest and incorporate hands-on experiences, I set up telescopes at night and during our camping trip, each student saw the moon in its current phase as well as specific constellations. The moon phase they saw was then captured in their moon journal. Each night afterward students were to observe the night’s sky, and using a variety of mediums, create an image of the night’s sky accompanied by a response to what they saw. The response could be in the form of a paragraph, song, poem, or any other way they decided to express their thoughts and observations. To further enhance their understanding of the moon’s phases we used a basketball to symbolize the moon, a student to symbolize Earth, and a flashlight to symbolize the sun’s rays. As the moon revolved around Earth? the student saw how his view of the lit side of moon changed. 3rd grade standards: Science 2a, 4a-c

When discussing the night’s sky, we discussed different views from around the world to explain what happens at night. We read moon tales from different cultures throughout the world created to try to explain why the moon looked different.
each night. Then students created their own moon tale complete with characters, settings, and plots. The moon journals and moon tales were my mid-point assessment showing that they understood not only the scientific elements of the moon, but the impact it had on previous cultures. As the winter solstice approached, and the days grew shorter, we read The Shortest Day by Wendy Pfeffer. This opened the conversation of seasons where we used the globe with its 23.5° tilt and a student as the sun. We discussed the difference between rotating and revolving and how the tilt affected the amount of direct sunlight Earth received as it revolved around the sun. 3rd grade standard: Science 4eThough we couldn?t travel to outer space, we did the next best thing- visit planetariums! We got out of our classroom and visited the planetarium at the Santa Barbara Natural History Museum. There, we took a trip around our solar system and visited each planet as well as many of the moons (not all are round). After visiting this planetarium, the kids wanted more! We scheduled a field trip to the Griffith Observatory. Students learned more about different planets, found their weight on each planet, saw real meteorites, and more. We bought tickets to the massive planetarium to see Water is Life. The kids were agasp by how large it was. There the kids took a trip to planets and moons that have a form of water. We saw that one of Jupiter?s moons, Europa, may have liquid water on it and could harbor life!We wrapped up our study with a partner writing assignment called Stranger than True Stories. Students worked in pairs to write a fictional story, similar to George?s Secret Key to the Universe, which embedded 10 facts about space. This was my summative assessment so I could tell which facts they understood as well as whether they could put them all together to create a cohesive story. 3rd grade Writing 1.0As a celebration for the end our study, we had a Starry Afternoon celebration at school. Students came to school in their pajamas, made space-themed book marks, read their Stranger than True Stories to their classmates, saw slides of Jupiter and Saturn, and finished the afternoon drinking hot chocolate and watching Apollo 13. It was a memorable day filled with many questions about space and the situations presented in Apollo 13. Students finished our 3-month study with a stronger understanding of space, yet with innumerable unanswered questions that arose during our study. The constant debate in class was the idea of life outside of Earth. Many students started with the belief that Earth was the only place that held life, but as we ?traveled? around the universe and they realized just how minute Earth really is among the trillions of stars in our galaxy and the trillions of galaxies that exist, many began to question their original notion. From starting our study of space with only a few questions and after three months having many more questions than when we started, I knew they had learned a lot and that an inspirational fire may have ignited in a future astronomer.
The Key to the Universe Content Standards

Grade 3

Writing Strategies
1.0 Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Reading
1.1 Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
1.2 Decode regular multisyllabic words.
1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
2.0 Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
2.6 Extract appropriate and significant information from the text, including problems and solutions.

Science
2. Light has a source and travels in a direction. As a basis for understanding this concept:
   a. Students know sunlight can be blocked to create shadows.
4. Objects in the sky move in regular and predictable patterns. As a basis for understanding this concept:
   a. Students know the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.
   b. Students know the way in which the Moon’s appearance changes during the four-week lunar cycle.
   c. Students know telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye.
   d. Students know that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth.
   e. Students know the position of the Sun in the sky changes during the course of the day and from season to season.
Name ___________________
Date ___________________

Moon Journal Self-Evaluation

Look through your Moon Journal carefully.
Using the rubric below, give yourself a 1, 2, 3, or 4 for your journal.

Moon Journal Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>I completed at least 12 entries in the moon journal that included two observational sentences and artwork. I drew a picture of the moon phase on some days of the calendar. I used the appendix in the back of the moon journal to write creative poems or for artistic ideas. I completed artwork for the moon tales in class. My moon journal was used as a tool to help me understand the phases of the moon.</td>
</tr>
<tr>
<td>3</td>
<td>I completed at least 10 entries in the moon journal that included two observational sentences and artwork. I completed artwork for the moon tales in class. My moon journal was used as a tool to help me understand the phases of the moon.</td>
</tr>
<tr>
<td>2</td>
<td>I completed at least 8 entries in the moon journal that included two observational sentences and artwork. I completed artwork for the moon tales in class.</td>
</tr>
<tr>
<td>1</td>
<td>I completed less than 8 entries in the moon journal. My entries included at least two observational sentences and artwork</td>
</tr>
</tbody>
</table>

The score I would give my moon journal: __________
Explain why you think your journal deserves this score.
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
Lesson Plan Narrative:

A story that we read in our 8th grade textbook is “There Will Come Soft Rains” by Ray Bradbury. As a genre, science fiction provides a natural intersection of language arts and STEM fields and encourages students to see that careers in STEM fields can be creatively satisfying. This futuristic scenario of a suburban house that is attacked by a nuclear bomb is an excellent vehicle for spin-off exercises and projects that include (i) students writing an infomercial which is in effect a persuasive essay (ii) an “Invention Convention” in which students present their poster or model and give a speech, (iii) a group project in which the students film an infomercial of their product and upload it to Windows Movie Maker, providing them with an opportunity to use technology creatively.

The house in Bradbury’s science-fiction story is set in 2025, and is filled with gadgets that make the house completely self-automated. To prepare for the students’ infomercial and ultimately, the Invention Convention, I put the students into groups and asked them to brainstorm about other gadgets that would fit into such a house. The one criterion was that they were not to list anything that had already been invented. Each student was then instructed to choose one of the inventions from the group brainstorm and write a short description of the gadget and its function.

The group activity and short written description laid the groundwork for their infomercial. This was a five paragraph essay in which students imagined they were writing an infomercial to convince the reader to purchase a product they had created. The essay had to be 500 to 800 words in length and contain at least five paragraphs (opening, three body paragraphs, and closing). They had to explain how their invention worked, why it was important, what it was made of, and who would use it. The “infomercial” was, in fact, a persuasive essay which addressed the State requirement that students write persuasive compositions that include a well-defined thesis, present detailed evidence, examples, and reasoning to support arguments, and provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments. I used a rubric to assess the essays: I looked for
such criteria as whether the student wrote an introduction that grabbed the reader’s attention, was imaginative and creative in his or her description, gave 3 reasons for why we should buy the product, supported those reasons with evidence, wrote a clear and well-supported conclusion, used transitions to connect paragraphs and ideas, and used correct punctuation, spelling and grammar.

Once they had written their infomercial, they then needed to create a poster of their invention to share firstly with their classmates and then with the school at large. The poster had to be creative, colorful and bold. The picture of the invention also needed to be labeled clearly so that the visiting onlookers could easily see how the gadget worked. The students’ next task was to create a one-minute sales pitch in which they advertised their product, describing what it was, how it worked, and why their audience would be better off owning one.

For our Invention Convention, I asked my students to stand strategically placed in a large circle around the school quad. Other classes were then invited to come into the quad and listen to the student presenters. The attendees were all given a sheet of paper on which they had to write the student’s name, the invention, and purpose of the invention. (I have found that if students have to fill in a sheet, they are more focused and are generally better listeners.) As a fun addition, all visiting students were also given a “dollar”; the students were instructed to listen to all the presentations and then give the “dollar” to the invention that they thought was the best one.

The interactive nature of the Invention Convention addressed the 8th grade state standard that requires students to prepare a speech using “precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.”

To assess the posters and presentations, I asked various students to give my students a score based on the care and detail of their illustrated poster and the persuasive nature of the speech.

The culminating exercise was the filmed infomercial. I placed students into groups of four, in which they had to appraise each other’s essay and poster. They then voted on the best product in the group that then became the subject of their infomercial. The students went to work on a scenario and collectively write a script. On the day of filming, they were allowed to bring in props and costumes. I gave each student time to practice their presentation, and then gave a volunteer my Flip Video to film the group infomercial. After the filming was complete, the students worked on uploading the film into Windows Movie Maker, editing the footage, and adding music, sound effects and credits.

Based on the quality of work turned in by the students, and the feedback from the quickwrite, I believe that this was a highly successful series of lessons. The students enjoyed the inventiveness that went into designing their own gadget and then advertising it in an infomercial and poster, and since they had a real audience and purpose for their writing it provided me an authentic assessment of their ability to write a persuasive essay. While they found the idea of the speech intimidating, they soon got used to speaking to crowds of students, and afterwards, the general consensus was that “this was fun!” In addition, the students said that they enjoyed filming their infomercial and learning how to put the footage together in Movie Maker in a creative, imaginative manner. Many of the students had never tackled film editing before, and undertaking this endeavor in the safety of a group made it an enjoyable and worthwhile experience.
“What are you waiting for?”

Most nights are cold and some days are hot. Do you want to feel warm with a touch of a button? Has it been a drag having to get three or more covers just to get warm? Aren’t you tired of going to sleep cold and wake up hot? If you have felt this way many times before you should do something about it, don’t you think? Now is the time to do something about it, with our new “Solar Powered Temperature Bed” or “Solar Bed,” for short. This bed is not only comfortable it is also convenient and inexpensive.

Our “Solar Bed” is made of the most cushiony material in the world. It is so comfortable it’ll feel like you are sleeping on the moon. The material molds to the shape of your body. There are no springs to hurt your back, only cushion that will help it.

The “Solar Bed” comes in different shapes and sizes. The shapes are: circle, square, rectangle, and triangle. The sizes range from crib to double king. The “Solar Bed” also comes with a built-in temperature controller. This amazing product is convenient because you can get it in any size and in standard shapes.

The “Solar Bed” is incredibly cheap; the prices range from $9.99-$29.99. Not only is the “Solar Bed” a comfortable bed, it also has a built-in AC. “The ‘Solar Bed’ has saved me money. Now I don’t have to buy so many covers,” said James Kennedy from Rhode Island. For the mere price of $5 we will install it for you! We’ll even install the solar panels!

I know you get tired of fans blowing everything away and heaters being too hot or not hot enough. Wasting too much money on heaters and fans, now it is time to stop that nonsense! With the “Solar Bed” you don’t need fans or heaters to feel cool or warm, now you will be able to save tons of money. So what are you waiting for? Get one NOW!
Lesson Plan Narrative:

Algebra on Fire: Get a Job! That phrase has great significance for parents of a college graduate, but what does it have to do with teaching Junior High Math? I designed a Get a Job Unit to help my Algebra 1 students investigate how math is utilized in different careers. It was in doing this unit in 2003 that I met Captain Brian Dilley, a firefighter at the time, now a captain, who was selected and interviewed by one of my students. Captain Dilley and I soon began developing an offshoot of the Get a Job Unit, Algebra on Fire.

Unit Objectives: Algebra on Fire is a unit focusing on real-life math applications used in firefighting. This unit is a way to actively engage the students in sharpening their symbolic and mathematical reasoning skills. Inherent in this unit is a review of several seventh-grade math standards and the application of quadratic equations to physical problems, an eighth-grade math standard. The ultimate goal of the unit is to engage the students while developing their algebraic techniques in solving word problems, specifically hydraulic problems.

The unit is broken down into four main components: Lecture, Computation, Personal Experience, and Hands-On Application. These components were chosen so as to make every effort to address three learning styles: visual (utilizing the Smart Board to illustrate problems), auditory (lectures and discussions), and kinesthetic (hands-on activities). The unit was originally designed for my Accelerated Algebra 1 students. However, for the past three years, I have redesigned the unit to include the Standard Algebra 1 students, utilizing my Accelerated Algebra 1 students as peer helpers. Therefore, assignments associated with this unit, such as homework, are tailored to either class and are at the discretion of the teacher. In conjunction with Captain Dilley, I schedule four sessions spanning a period of several weeks. Prior to Captain Dilley's first visit, the students receive their notebooks with information and problems focusing on firefighting scenarios. The notebook was compiled from information collected over the past several years from the Ventura County Fire Department. I preview the material in the notebook with the students and assess any prior knowledge that the students may have. This notebook contains problems that range from basic to higher level thinking problems. Students are able to work at their own pace throughout the unit and assessment of skills can be done on an.
Unit Sessions:
Session 1: Upon Captain Dilley and his crew's first visit, the students gain insight into the world of firefighting. Captain Dilley shares his early struggles with mathematics and begins lecturing on the fundamentals of working with formulas, such as Order of Operations, Exponents, and Rounding. Within that first visit, the students are introduced to the Friction Loss Formula and its application. Homework is assigned and corrected prior to Captain Dilley's second visit. Session 2: The second session introduces the concepts of Pump Discharge, Quantity of Flow, and Head Pressure. Captain Dilley defines terminology and demonstrates the usage of appliances, nozzles, and tips. These attachments are passed around the classroom for the students to investigate. Captain Dilley then introduces the corresponding formulas. He utilizes the Smart Board to illustrate problems. The class works as a team to apply algebraic techniques to compute the answers. Teachers monitor the students, providing assistance and answering any individual questions. It is during this session that the students are exposed to the integration of forces, an eighth grade Physical Science Standard. Captain Dilley or one of his crew will interject personal experiences from the field relating to the topic and encourages discussion among the students. I reinforce the concepts taught by Captain Dilley throughout the following week prior to the third session. Session 3: The third session involves lectures involving computation of Capacity of Containers, involving the application of volume formulas for containers, such as cylindrical or rectangular tanks. Students also learn about Helitack Operations and Principles of Lift. Additionally, the students are taken outside to inspect the fire engine. They are then able to make the connection between the material learned in the classroom and real-life application. Since Captain Dilley always brings a crew with him, the students are able to ask questions of the paramedic, engineer and firefighter. Session 4: The fourth session is Hands-On! The students learn to hook-up the main line to a fire hydrant, how to lay out two hoses, and attach the appliance and nozzle. The students must then compute the Friction Loss and Pump Discharge Pressure needed to pump water from the hydrant with enough pressure for a steady stream of water. Each student learns the correct way to hold a water line, attach and operate the nozzle, and control the water stream. And inevitably, a "calculated" water fight ensues. Unit Assessments: During the classroom sessions, the standard math teacher and I rotate around the room assessing skills and offering assistance. It is intriguing to see the amount of teamwork around the room as the students compute answers. Captain Dilley often times brings firefighting themed incentive prizes such as pencils and erasers to encourage participation and responses. Students earn participation points as well as points for completed homework assignments. Conclusion: The Algebra on Fire Unit has inspired a DVD that was filmed at our school and has been shown on the community TV channel. In addition, the Senior Fire Safety Specialist for the Monterey Park Fire Department attended each session last year videotaping and compiling material with plans to pilot this program in a school in her local area. In an effort to enhance the unit, Captain Dilley and I are in the process of expanding the program to include additional computer software support.
ALGEBRA ON FIRE

ALGEBRA ON FIRE: CLASSROOM LECTURE

ALGEBRA ON FIRE: TEAMWORK
Friction Loss
Calculate the friction loss in the following questions utilizing the mathematic formula \( FL = CQ^2L \). Refer to the VCFO Training Manual, Chapter 9, section 3 for further directions starting on page 2 of 44. Remember to follow the applicable "Math Rules" that are described starting on page 1 of 44 when making all calculations.

1. What is the FL in 100 ft. of 1 in. hose flowing 12 gpm?
   \[ FL = CQ^2L \]
   \[ FL = 1(12)^2(100) \]
   \[ FL = 15,840 \]
   ANSWER: 15,840

2. What is the FL in 350 ft. of 1 in. hose flowing 23 gpm?
   \[ FL = CQ^2L \]
   \[ FL = 1(23)^2(350) \]
   \[ FL = 1(529)(350) \]
   \[ FL = 185,150 \]
   ANSWER: 185,150

3. What is the FL in 250 ft. of 1 in. hose flowing 30 gpm?
   \[ FL = CQ^2L \]
   \[ FL = 1(30)^2(250) \]
   \[ FL = 1(900)(250) \]
   \[ FL = 225,000 \]
   ANSWER: 225,000

4. What is the FL in 300 ft. of 1-1/2 in. hose flowing 30 gpm?
   \[ FL = CQ^2L \]
   \[ FL = 1.5(30)^2(300) \]
   ANSWER: 225,000

5. What is the FL in 500 ft. of 1-1/2 in. hose flowing 60 gpm?
   \[ FL = CQ^2L \]
   \[ FL = 1.5(60)^2(500) \]
   ANSWER: 225,000

6. What is the FL in 400 ft. of 1-1/2 in. hose flowing 95 gpm?
   \[ FL = CQ^2L \]
   \[ FL = 1.5(95)^2(400) \]
   ANSWER: 225,000

7. What is the FL in 150 ft. of 1-1/2 in. hose flowing 125 gpm?
   \[ FL = CQ^2L \]
   \[ FL = 1.5(125)^2(150) \]
   ANSWER: 225,000
Quantity of Flow from Hydrants
Calculate the following questions utilizing the mathematic formula gpm = 29.7 \( d^2 \times \text{Pressure} \times 0.9 \). Refer to the VCFD Training Manual, Chapter 9, section 3 for further directions starting on page 34 of 44. Remember to follow the applicable "Math Rules" that are described starting on page 1 of 46 when making all calculations.

1) Determine the flow from a hydrant that has a residual pressure of 95-psi flowing from two 2 1/2" outlets.

\[ \text{ANSWER:} \]

2) Determine the flow from a hydrant that has a residual pressure of 75-psi flowing from two 2 1/2" outlets.

\[ \text{ANSWER:} \]

3) Determine the flow from a hydrant that has a residual pressure of 56-psi flowing from two 2 1/2" outlets.

\[ \text{ANSWER:} \]

4) Determine the flow from a hydrant that has a residual pressure of 48-psi flowing from one 4" outlet.

\[ \text{ANSWER:} \]
Capacity of Containers:
Calculate the following questions utilizing the mathematic formulas for determining capacity of containers. Refer to the VCFD Training Manual, Chapter 9, section 3 for further directions starting on page 35 of 44. Remember to follow the applicable “Math Rules” that are described starting on page 1 of 46 when making all calculations.

1) Determine the approximate capacity of a cylindrical tank that has a diameter of 12 feet, and is 10 feet high.

ANSWER:

2) Determine the approximate capacity of a cylindrical tank that has a diameter of 60 feet, and is 20 feet high.

ANSWER:

3) Determine the approximate capacity of a cylindrical tank that has a diameter of 32 feet, and is 15 feet 3 inches high.

ANSWER:

4) Determine the approximate capacity of a cylindrical tank that has a diameter of 46 feet 6 inches, and is 30 feet high.

ANSWER:
ALGEBRA ON FIRE: DEMONSTRATION

ALGEBRA ON FIRE: HANDS-ON
Lesson Plan Narrative:

Cultivating Empathy

Impact Grant?

Rosa stole my pencil!??Anthony said that my picture is dumb!??It?s no fair.?I tried to make it better. I soothed. I cajoled. I reminded when necessary. Yet, the children?s tattled tales and arguing persisted and continually tired them and me out! Through listening to my students? interactions with one another, I choose to focus on something that I felt they and I strongly needed, tools for creating positive and healthy relations. I choose to teach the Marshall Rosenberg's concepts of Nonviolent Communication (NVC) and learned about strategies to do this through the Compassionate Classroom by Sura Hart and Victoria Kindle Hodson (Puddle Dancer Press, 2004.) NVC is often referred to as the language of giving and receiving. Through the use of puppets, role playing, and stories, I explained to my students that there are two languages that we can choose from to communicate: Jackal Language and Giraffe Language.

Jackals were metaphorically used to explain characteristics like labeling, judging, blaming, denying choice, and making demands. The jackal was chosen because they are low to the ground and see only what is right in front of them. Examples of this language may include saying things like, ?You?re mean?, ?You?re wrong?, and ?You should have?. Jackal language generally only conveys thoughts, beliefs, and opinions. We used jackal puppets and costumes to show that jackal language can be toward oneself (by blaming oneself) or facing outward, blaming others. Jackal language may sound like self-criticism and can harm one?s feelings and attitudes about the self. Giraffes were metaphorically used because they have the largest heart of any land animal, representing connection with our hearts (feelings and needs). Giraffes have a long neck and are willing to ?stick their neck out? to be open, listen to others, and show care and concern. This long neck allows giraffes to see a broad perspective to see multiple ways to meet needs. Giraffe ears can be facing in to express self-empathy or facing towards others to show empathy with other?s pain/joy. To support meaningful communication, one?s intention is to connect with oneself and others, not to get one?s own way. Intention is 90 % of communication. Examples of this language include using observations instead of evaluations, expressing and acknowledging feelings and needs in oneself and others, showing empathy, and making
requests instead of demands. Each one of these aspects of giraffe language requires much practice in a variety of situations. In connection with learning NVC, we read Rules, by Cynthia Rylant (Scholastic, 2008,) a story about several children who each have special gifts to share and challenges that they deal with. Jason is a lively child with a warm sense of humor and a lot of personal integrity, who uses a wheel chair for mobility and picture cards to communicate. David is autistic and lives by very specific rules, such as no toys in the fish tank? or only hug people you know.? Christy is overwhelmed with worry of what others think of her. Valuable lessons in empathy, integrity, and self confidence were learned in this amazing read aloud. Inspired by the characters in our read-aloud, my students wanted to experience what it was like to be in the different characters? shoes.? After discussions, role plays, and games describing the difference between evaluations/judgments? and observations,? the children derived that empathy is about respect. From their idea, the project grew. The children and I co-designed a Cultivating Empathy Week.? The kids spent time in a wheel chair, experienced blind trust walks, and explored their own learning needs and styles through a sensory-integration activity with a guest occupational therapist. They challenged themselves to a day of being non-verbal, using only picture cards and sign language to communicate. Several guest speakers were invited to class to help guide these experiences, a high school student and artist who uses a wheel chair to move, a professor who is blind, and a sign language expert. During our study of NVC, which provided us with consistent daily learning, the children not only interviewed people with disabilities, they also had the opportunity to write mini-reports on a disability of their interest. They worked out conflicts at the peace rug,? and co-authored realistic fiction stories incorporating situations that called for NVC. The children wrote and performed skits to show situations, in which NVC could be used. We used Rules as a vehicle for teaching Reading Comprehension Strategies. We discussed comprehension strategies such as connection to self, text, world,? asking questions,? visualization,? making inferences,? and summarizing.? (CA Content Standards Grade 3 Writing Strategies 1.1, 1.3, 1.4; Writing Conventions 1.1, 1.8; Listening and Speaking Strategies 1.1, 1.2, 1.3, 1.7, 1.11, ) (CA Content Standards Grade 4 Writing Strategies 1.1, 1.2, 1.4, 1.5, 1.7; Writing Conventions 1.1; Listening and Speaking Strategies 1.1, 1.2, 1.3.) Researching, interviewing, experiencing, and learning about disabilities gave them the opportunity to learn the challenges present for people with disabilities and promoted empathy rather than pity, and respect rather than judgment. It naturally created connection within our open-inclusion school and local community. By incorporating NVC into our classroom and our hearts, children grew more self-aware and learned to voice their feelings and needs. At the same time they created a deeper sense of connection with one? s self and others and helped to create an emotionally safe classroom. Learning NVC has had positive, life-changing effects on both teacher and students. NVC has now become a school wide curriculum. In today? s diverse and global community, I found it important to: Pay attention not only to the cultivation of knowledge, but to the cultivation of qualities of the heart, so that at the end of education, not only will you be knowledgeable, but also you will be a warm-hearted and compassionate person.? Tenzin Gyatso.
Lesson Plan Title: Weather Chasers- Beginnings of Meteorologists of the Future
Lesson Plan Grade Level(s): 1, 2, 3, 4, 5, 6, 7, 8
Lesson Plan Subject Area(s): Language Arts/Reading, Mathematics (AMGEN Category), Science (AMGEN Category),

Lesson Plan Narrative:

Weather ChasersBeginnings of Meteorologists of the Future When does a career in the sciences begin? Some say it begins when one is intrigued by what and why something happens; others say it happens when one gets to experience science hands on. This is definitely the case with the first grade ?scientists? in my class. My class recently began the study of a topic that touches each one of us everyday, weather. With recent headlines declaring ?Storm Watch 2010? and ?Snowmaggedon? we are more than ever reminded of the impact that weather has on all of us each day, even six year olds feel the impact. It is a topic in science that students of all ages can relate to and easily see the effects of. The usual path of study of weather for first graders is dry and very basic, not the type of study that will inspire a future scientist. This is something I wanted to change in my classroom. I wanted the students to see weather as an opportunity to observe, record and conclude. Before beginning to gather data I had the students make some predictions. Since we were gathering our data in January many of the students believed most of the days would be cool and rainy. After making our ?educated guesses? the students and I gave all the weather word descriptors a number value; hot was 80?-100? F, warm was 65?-79? F, cool was 50?-64?F, and cold was 30?-49?F. After this we began to take the data to the next level. We noted weather type and temperature. Our simple chart quickly became a complex amassing of data that one would expect to see in a high school science class. As our study of weather progressed the students began to show signs of budding meteorologists observing weather each morning; ?Teacher, I saw some cumulus clouds this morning on my way to school, I think we will get some rain today,? and ?Teacher, there sure are a lot of stratus clouds out there, I think the weatherman is wrong, it?s definitely not going to rain today.? It was so amazing how they truly understood what they were observing and that they were correct in their observations. Even my second language learners demonstrated understanding of the complex vocabulary and the results of the data. They were definitely hooked. At the end of the month the students began to think outside the box. We color coded our weather and made multiple graphs that isolated each weather type. This extensive graphing allowed the students to see various trends in
the weather that they saw. Some of our predictions were correct and some were not, that did not inhibit the students' interest, but actually made them more eager to find out more. Some wanted to know if this weather we observed in January was typical, so we looked up averages on the computer for our area and looked for trends in the past. Then some wanted to know what would happen in the next month, and also how the data would look if gathered for an entire season or year. It was just amazing to see their minds moving past basic understanding to problem solving and the higher level thinking usually seen in older students. Some days I forgot that I was a first grade teacher. I think the best moment for me came when my students asked if they could meet a 'real life' meteorologist. Our work had paid off; they were fully committed to learning more about this scientific discipline. Fortunately for us, we will have an opportunity to meet a 'real life' meteorologist in the coming weeks. The students have already made a list of questions they want to ask and are anxious to share their scientific data. I just hope our meteorologist will be ready for them! It was evident from the beginning that these six year olds were not only understanding the basics of weather but were also able to see that certain types of weather had consequences. As our weather became more interesting (yeah it's raining!), the students were able to see exactly what happens when weather has serious impacts on people, animals and agriculture. They observed local fields flooded with water, streets impassible, and experienced lightning and thunder while at school. These events gave them the opportunity to use their knowledge and to seek out more through research in books and online. It was also amazing to see their previous fears turn to fascination. No longer do they fear lightning and thunder, but wait for the right conditions to experience it again and explain exactly what's happening in the sky. All students were assessed on this unit through their graphs and written descriptions of what they observed and then explained why specific types of weather happened. Through discussions and writing assignments where they were asked to communicate their understanding of what they saw on their graphs, I was able to assess that all students in my class comprehended the material. As our year progresses the students and I have decided to continue studying weather trends and patterns by gathering data for the remaining months in first grade. We will continue to analyze, compare and dissect our data. The students are very anxious to see how the change in seasons from winter to spring affects their data. Although this unit was done in a first grade classroom I find no reason why it would not be appropriate for levels first through eighth grade. All students are fascinated by science that they can see and feel. This lesson encompassed many facets of science, math and some language arts (specifically writing). For our purposes the following California State Standards were addressed: Science: 3a, 3b, 3c, 4a, 4b, 4c, 4d, 4e. Math: SDAP 1.1, 1.2, Writing: 1.1, 1.2, 1.3, 2.1, 2.2. Assessments: Reflective journal writing, graphing, comparative data graphs, weather trends graphs, What does today's weather tell you?, Cloud types, Consequences of weather, What Do You Observe?
What does today’s weather tell you?
What do you observe?
We learned about weather and clouds. I learned that weather is a collection of wind, clouds, and sky. It was fun to learn about weather and its elements.

I like to make a weather chart when I have free time. Today I made a chart to show the different types of clouds:

- **Clouds:**
  - Clear: Good for flying, no rain.
  - Rain: Precipitation, umbrellas needed.
  - Snow: Cold weather, snow clothes.
  - Dusty: Sand storms, caution.
  - Storm: Strong winds, storms.
  - Foggy: Limited visibility, use headlights.

I learned that the weather is important because it affects our lives. It can make us happy or sad. For example, when it rains, we need umbrellas and raincoats. When it snows, we might need snowboards or sleds. Weather is very important.