ITU “The Game of Life”

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Team Anhinga
ITU "The Game of Life"

Table of Contents

Letter to Parents…….p. 3

Engaging Activity……...p. 4

Math Lesson Plans—JP……...p. 5-6

Language Arts Lesson Plans—Hannah……p. 7-8

Social Studies Lesson Plans—Bill……..p. 9-12

Science Lesson Plans—April……..p. 13-16

Final Project Assignment……p. 17

Culminating Activity……...p. 18

Unit Lesson Schedule……..p. 19-21

Concept Map……p. 22

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Letter to Parents

Dear 8th Grade Team Anhinga Parents and Guardians:

Team Anhinga is excited to share with you our next interdisciplinary unit. This unit, entitled "The Game of Life," will consist of two weeks of specific study in all subject areas, five months of continued work, and will culminate in an intensive final project spanning the disciplines.

"The Game of Life" is a math-based unit teaching our students about budgeting, interest rates, and chance. Students will spend two weeks learning the ins and outs of holding a job, gross vs. net pay, and owning homes and cars. Jobs and family situations will be assigned by lottery, and students will use teacher-approved Internet sites to research buying homes and cars.

In Language Arts, we will be studying the genre of Autobiography, and one of the assignments will be for each student to write his or her own story. We will also be interviewing various career-holders and answering the questions "what is happiness?" and "want vs. need."

In Social Studies students will be looking at Westward Expansion and talking about "Manifest Destiny." This topic will continue to be covered throughout the duration of the 5 interim months.

Finally, in Science students will look at Energy and Conservation, and then later in the unit, Weathering and Erosion.

All of this work will be showcased in the final project, which will be completed in April. Attached is our outline of the requirements for the final project, giving you ample notice of our plans.

We look forward to starting this unit and are available for questions or comments at teamanhinga@lms.org.

Sincerely,
Team Anhinga

John Phillips, Math	Hannah Duffy Thompson, ELA
Bill Ells, Social Studies	April Kent, Science

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Engaging Activity

Part1- The entire 8th grade is brought together for an assembly where they are told about the Interdisciplinary Unit "The Game of Life". They receive a letter to their parents to be taken home explaining the project. They are informed they will receive specific information from each of their subjects in the days to come. They find out that tomorrow in math class they will randomly be assigned a life situation. (meaning if they are married or single, what their occupation is, and how much money they make at their job.) To end part one the students watch a screening of the movie BIG.

Part 2- In math class the next day each student will draw a number and be given an envelope with their future in it. Their future will tell if they are married or single, if they have children and how many, their future occupation and salary. It will be explained that they are going to keep track of their financial future, purchase a house, a car or cars, keep track of their bank account, pay bills and spin the wheel of fortune (or misfortune) on a daily basis and make the appropriate adjustments.

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Math Lesson Plans—John Phillips

Day 1:
Students receive a package with details on the 2 week project. The project includes Library research to purchase a house and car/cars, calculations on paycheck deductions, a lesson on the effect of different interest rates on large purchases, probability, and spreadsheet lesson for bank statements. During this day the outline of what will happen each day is explained. Each student picks a number and is assigned a life. They find out their occupation, family status, and salary. They are also introduced the wheel of fortune. Each student spins the wheel of fortune daily on the first seven days of the project. Both good and bad things can happen such as having a party, car needs repairs, major house repair, win $500 on a starch ticket, get a raise at work. They will also roll the dice to see if they have good or bad credit.

Day 2:
Payroll – Students will take their salary and calculate out all the deductions from their check. Some deductions they will have to calculate as a percent of their paycheck. Example: taxes. Some will be assigned to them. Example: health care. After starting with their Gross biweekly paycheck the students will arrive at their Net take home pay. From this information they will figure out how much of their yearly salary the actually take home.

Days 3 + 5:
Library Research- Each class will spend 2 math classes in the Library doing research on purchasing a house and car/cars. They must find these items and calculate out their monthly payment. All of this can be done online at any Real Estate site and Auto Dealer site. The students will print a copy of their purchases and their monthly payments for use in a poster board project at the end of the 2 weeks. Students must have this complete by the next day's class.

Day 4:
Finance worksheet- The reason this is in between the 2 research days is because I know many students will over spend on their house and especially their cars. On this day they will do a handwritten bank statement for a couple on months. They will write in opening balance of $1000. (The money they have left after down payments on the house and the cars.) Next the will write in there deposits on the Approate paydays, subtract out a list of bills that will be assigned to them and make adjustments from the wheel of fortune. At this point I would expect many students to be in negative numbers. The students who where unlucky enough to end up with bad credit must use a higher interest rate than those with good credit. There will be a separate worksheet based on comparing

the same house and car with different interest rates. The calculations will not only show the difference monthly but over the entire course of the loan.

Day 5:
Return to the Library- Students have a second chance to buy a house and cars.

Day 6:
Buying a fence-Each student will be required to buy a fence for their yard. First the must calculate the area and perimeter of the yard from the house they bought. Next each student will have 2 fictional companies from which to purchase a fence. Each company will charge a different amount for installation and for fence material. Based on this information each student will make a slope chart, equation and graph for each company. They must come to a decision and prove why it's the correct choice based upon their work.

Day 7:
Probability- Students spin the wheel of fortune for the final time. Today's lesson is based on the wheel. Students will figure out the theoretical and experimental probability of the wheel, the probability of what happened to them when they spun the wheel, and of other events dictated by the instructor.

Day 8+9 and ongoing:
Computer Lab- Students will take their hand written spreadsheet from day 4 to the computer lab. Over the next 2 days they will learn to produce spreadsheets for their finances. By the end of day 9 they will produce 2 months worth of spread sheets and have a final balance positive or negative. This will be an ongoing assignment throughout the year. There are many opportunities to win or lose money in each class throughout the year. At the end of each month the students will produce that month's spreadsheet making the necessary financial adjustments from their previous month at school.

Day 10:
Written Report- Each student will write a 2-3 page report describing their experience throughout the project. They will detail their '6 months' and also draw conclusions based on their own and their classmate's results.

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Language Arts Lesson Plans—Hannah Duffy Thompson

Essential Questions
"What is happiness?"
"What makes *me* happy?"

Massachusetts Curriculum Frameworks
Standard 9: Making Connections
Standard 10: Genre
Standard 11: Theme
Standard 13: Nonfiction
Standard 20: Consideration of Audience and Purpose
Standard 23: Organizing Ideas in Writing

Day 1:
Engaging Activity Assembly about unit and then viewing of the movie "Big," led by Mr. Phillips.

Day 2:
Students have 15 minutes to reply to the Journal prompt "What is Happiness?" They then discuss their responses with a partner, and bring it in to a group discussion with a graffiti board of main ideas. The class then talks about the new project, "the Game of Life," and their initial reactions to the plan and their "lots in life." (Think-Pair-Share) Finally, students are given a list of vocabulary words that pertain to the unit to study and learn for the week.

Day 3:
Class creates a K-W-L chart based on the genre of biography. After this is complete, I will teach a mini-lesson about biography and students can follow along with a fill-in note sheet. Then we will use the BIO POEM template and students will begin work on their own poem.

Day 4:
I will begin with a mini-lesson on autobiographies, and then we will read and discuss an autobiographical essay as a class. If time, students can continue work on their bio poems.

Day 5:
Students will have five minutes to study and review their vocabulary words and then will take Vocab Quiz 1. After the quiz, students will exchange papers and correct the quiz. Then students will be able to sign up/list their top three choices for one of five biographical books to be read in literature circles over the next

month. Finally, students will have a journal prompt about “Want vs. Need.” If time, class will discuss in a think-pair-share. Bio Poems Due!

Day 6:
Students will receive the vocab quiz 2 list and then attend a job fair where they will interview someone with the same job that they have received in “the Game of Life.” This will span two class periods and will be concurrent with their social studies class. They will be expected to write up a 1-2 page report on their job.

Day 7:
Students will receive the biography that they will be reading in their literature circles. The literature circles will meet for fifteen minutes to assign group roles/numbers and to do a brief KWL based on what they know about the book they are going to be reading. After this, students will respond to the journal prompt “Rough Draft of My Autobiography” and spend the rest of the class working on this.

Day 8:
Today will be a writing workshop day for students to work on their autobiographies. Students will be able to work in the manner that is most comfortable for them. At the start of class, we will have a mini-lesson on a review of the writing process.

Day 9:
Today will be an editing day for students. They will work with a partner to peer edit their autobiographies and can start working on a final draft.

Day 10:
Students will have five minutes to study and review their vocabulary words and then will take Vocab Quiz 2. After the quiz, students will exchange papers and correct the quiz. Final drafts of autobiographies are due today! Any free time will be spent playing a game where students can win “money” to put into their GOL bank accounts.

Assessment:
Students will be assessed by daily participation points, journal prompts and weekly vocabulary quizzes. They will also be assessed on their bio poems, interviews and autobiographies.

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ITU "The Game of Life"

Social Studies Lesson Plans—Bill Ells

Social Studies Title: *Lots in Life / Manifest pre-Destiny?*

Unit Length: This is but a two week swath of a larger curriculum unit on Westward Expansion designed for the eighth grade learner.

Unit Description: This unit will examine five particular "case studies" of groups of people whose lives were dramatically impacted, and how their lots in life were exponentially altered, by the broad sweep of Westward Expansion and the concept of Manifest Destiny that was awash in the America of the mid-nineteenth century.

In this unit, students will examine the lives of residents of the United States during those transformative and pioneering days of dash and daring when people ventured west in search of something bigger, something better. Some did so willingly; others were forcefully displaced. Students will study the plight of the proud Cherokee Nation during their long, cruel trek to the middle of nowhere in one of the most truly atrocious episodes in the history of humankind, the heart-wrenching *Trail of Tears.* Students will also follow the Santa Fe and Oregon Trails and chart the sometimes treacherous course of those intrepid souls who sought new beginnings in new surroundings.

Students will learn about the saga of the dispossessed indigenous people of the Rio Grande, who were savaged and evicted from their lands, first during the annexation of Texas and, finally, during the Mexican War of 1846. Lastly, students will follow the path set forth by those enterprising sorts who traveled to the westernmost reaches of the continent in search of "Easy Street" in the form of flecks of gold coursing through Californian river basins during the great Gold Rush of 1849.

In the end, everybody has a story, everybody has a lot in life and everybody is looking for something. These are but a few snapshots of civilization that have deeply shaped and defined life as we know it in the whole of the American Experience.

Essential Questions:
Why did people want to move out West?
What obstacles did they face?
What impact did the migration have on Native Americans?
Is America truly the "land of opportunity?"
How much control do people have in determining their "lots in life?"

Instructional Objectives:
Students will work cooperative and individually in making discoveries about Westward Expansion.

Students will discover that upward mobility in mid-nineteenth century America was reserved for certain members of society.
Students will discover that the American government of the time played an active role in curtailing the social progress of certain members of society.

Massachusetts History and Social Science Curriculum Frameworks addressed:

USI.26 Describe the causes, course and consequences of America's westward expansion and its growing diplomatic assertiveness. Use a map of North America to trace America's expansion to the Civil War, including the location of the Santa Fe and Oregon Trails. (H, E, G)
D. the Cherokee's Trail of Tears
E. the annexation of Texas in 1845
F. the concept of Manifest Destiny and its relationship to westward expansion
G. the acquisition of the Oregon Territory in 1846
H. the territorial acquisitions resulting from the Mexican War
I. the search for gold in California

Daily Curriculum Agenda:

Day One:

1. The concepts of westward expansion and Manifest Destiny will be discussed in a brief review lecture (the assumption being that this material was covered in some depth prior to this two week unit.
2. Begin examination of the Trail of Tears. Students will first read five brief "impact statements" concerning the impact that westward expansion had on Native Americans. "Think-Pair Square": Students will then share and chronicle their feelings about the reading assignment with a partner and then move in to groups of four to develop a broader understanding of the material. A randomly chosen student from each group will then provide a brief synopsis of the group's findings and opinions of the reading material.
3. Students will begin web search on the Trail of Tears found on http://anettelamb.com/42explore/trailoftears.htm that will carry over to day two.

Day Two:

1. Students will continue examination of the above Trail of Tears web quest and broaden their search by examining http://www.rosecity.net/tears/. This will constitute the bulk of day two.
2. In the final fifteen minutes of class, students will convene in their pre-assigned base groups to discuss their findings, and will further, be assigned to write a brief paper (one to two pages) summarizing their web searches. Central questions to the assignment are, what impact did migration have on Native Americans? And how were their lives different when they arrive and settled in the West? The assignment is due on Day Four.

Day Three:

1. The focus shifts to an examination of the Oregon and Santa Fe Trails. After a lecture and topographical examination of both trails, students will examine the following web quest on the Oregon Trail: http://www.isu.edu/~trinmich/Oregontrail.html. Students will follow the route taken and discover the hardships incurred by these people. This web tour will cover a large portion of the day.
2. In the final twenty minutes of class, students will be randomly paired in groups of four to discuss their findings. In the final ten minutes of class a randomly chosen student from each group will report their group's findings.

Day Four:
1. Santa Fe Trail Web quests. Students will examine the Santa Fe Trail Web quest found on http://www.kansaheritage.org/research/sft/sft.html#history to get historical background on the trail routs and hardships incurred by its many travelers. This search will take up half of the class period
2. Students will then form into random groups of four to discuss their findings and will share them with the rest of the class.
3. A brief review of the Oregon and Santa Fe trials will be followed by assigning a written paper one to two pages, entailing the routs taken and the hardships incurred by the travelers on both trails. This assignment will be due on day six.

Day Five:
1. Students will begin a two day examination of the indigenous Mexican people affected by the annexation of Texas and the Mexican War. Students will first view a portion of the PBS film *The U.S Mexican War, 1846-1848*.
2. Upon completion of the screening of the film, students will begin examining the films accompanying web quest found on http://www.pbs.org/kera/usmexicanwar/index_flash.html. Students will study primary source materials (maps, posters, articles) and examine the historical timeline leading to conflict.
2. Students will re-convene in their base groups and discuss their findings in groups and a randomly chosen member of each group will share their group's findings with the class.

Day Six:
1. Students will watch the conclusion of the PBS U.S Mexican War film. A brief group discussion will ensue.
2. Students will revisit the PBS US Mexican War website, focusing their search on the "Biographies" and "Aftermath" portions.
3. Upon completing the search students will present their findings in an open forum setting.
4. Students will be assigned a brief paper (one to pages) on the U.S Mexican War, focusing on the following questions, why was this war fought, and did this war have to be fought?

Day Seven:

1. The final group examined is the prospectors of the California Gold Rush of 1849. After a lecture concerning the Gold Rush, student will be handed a four page article (The California Gold Rush, 1849) retrieved from http://eyewitnesshistory.com/californiagoldrush.htm
2. "Think-Pair Square:" Students will read independently and then form in to pairs to discuss the article. After they will form in to groups of four to further broaden their level of understanding of the subject matter.
3. Students will then begin a web quest examination of the Gold Rush found on http://www.calgoldrush.com/. This site examination will be continued at the start of Day Eight.

Day Eight:
1. Continuation of the Gold Rush Lesson. Students will complete Activity 4 and 5, covering why people went west for gold and how the migration changed the culture and lifestyle of California.
2. Students will de-brief and discuss their findings.

Days Nine and Ten: Workshop
After reviewing the events covered in the previous eight days, students will be assigned to create a "webzine" featuring all of the material covered in the unit. Webzine will be evaluated on design, quality of material content, grammatical content, and connections made within unit. Final submission will be due at the end of the following week.

Assessments:
1. Individual and group participation.
2. Three homework assignments
3. "Webzine"

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Science Lesson Plans—April Kent

Essential Question: How much energy do you use?

Overview: In this unit, students will begin by comparing about the different sources of energy that are available to help them in their every day lives and their impact on the environment. They will then learn about alternatives to renewable energy sources and evaluate their feasibility as compared to common sources of energy (ie: fossil fuels). They will also examine ways to conserve energy in their everyday lives.

Science Standards:

- **Physical Science Standard # 4:** Identify the basic forms of energy (light, sound, heat, electrical). Recognize that energy is ability to cause motion or create change.

- **Physical Science Standard #12**: Recognize that heat is a form of energy and that temperature change results from adding or taking away heat from a system.

- **Earth Science Standard #4:** Explain the relationship among the energy provided by the sun, the global patterns of atmospheric movement, and the temperature differences among water, land, and the atmosphere.

Days 1-2:
Fossil Fuels- The students will begin the unit with an activity in which they examine a piece of coal (see activity resources). After examining the coal, the class will discuss what fossil fuels are and how they are used. They will also discuss why fossil fuels are considered a nonrenewable resource. For an at home assignment, they will need to talk to an adult family member to find out what type of fuel heats or cools their home. Then, they will need to list some advantages and disadvantages of that type of fuel. In class, they will share what they learned and find out what fuel source is used in the majority of their homes.

Day 3-4:
Environmental Impact- During the next few days, they students will learn the impact of burning fossils fuels on the environment by using a computer simulation on global warming. In this animated simulation, fossil fuels are shown being burned and released into the air by many different sources (cars, factories, etc). It then shows how the amount of carbon dioxide in the atmosphere

increases. It also shows how much carbon dioxide is absorbed by trees and how it increases when they are cut down. Finally, it shows how the overall temperature increases and its effects on the Earth (ie: glaciers melting)

Days 5-7:
Renewable Sources of Energy- The students will begin this topic by making a model demonstrating how wind can do the work necessary to produce energy (see resources). Students will then do a jigsaw activity on the different types of renewable energy sources (wind, solar, hydroelectric, biomass, hydrogen) and share their findings with the class.

Days 8-10:
Energy Conservation: The students will analyze how much energy they and their families waste each day by completing a survey. They will then come up with a list of ways that they can conserve more energy. They will share their lists with the class and come up with a class list. There will also be an activity called "Which Bulb is More Efficient" to help them further understand energy conservation.

Final Assessment:

Students may choose either "Energy Audit Brochure" or "Hybrid Car Research"

Energy Audit Brochure: Students will need to conduct an energy audit of their home and look for places where energy is being lost (cracks around doors) and ways to reduce energy use (running dishwasher only when it is full). Then, they will need to create an illustrated brochure of energy saving suggestions.

Hybrid Car research: First, they will research why some car companies are producing hybrid cars. Next, they will research hybrid cars that are currently on the market and use their findings to list advantages and disadvantages. Finally, they will write an essay explaining if their families next car should be conventional or hybrid based on their research.

Resources

1. Coal Activity: "What's in a Piece of Coal?"
(activity from Prentice Hall Science Explorer: *Environmental Science*, 2005, pg.158)

In this activity, each student will be given a piece of coal to examine. They will make observations of its color, texture, shape, etc. They will then be given a hands lens to make further observations including imprints of any animal or plant remains. Discuss as a class.

Discussion questions may include: What observations did you make of the coal? How do you think coal is formed? Why do you think it is called a fossil fuel? How is it used as an energy source? What complications may arise from the burning of coal? What can we do to prevent the impact of burning fossil fuels on the atmosphere? Are there any alternative energy sources?

2. Computer Simulation: Global Warming

3. Wind Activity: "Blowing in the Wind"
(activity from Prentice Hall Science Explorer: *Environmental Science*, 2005, pg.168)

Using a pinwheel and other materials, students will construct a device that lifts a small object when wind blows. Then, they will use a fan to test the device. Discuss as a class.

4. Activity: "Which Bulb is More Efficient?"
(activity from Prentice Hall Science Explorer: *Environmental Science*, 2005, pg.179)

In this activity, the students will first record the light output from the package of a 60-watt incandescent light bulb and a 15-watt compact fluorescent light bulb. Next, they will place the fluorescent bulb into a lamp, turn the lamp on, and hold a thermometer about 8 cm away from the bulb. Record the temperature after 5 minutes. Repeat with incandescent bulb. Discuss results as a class.

Possible discussion questions: The 60 watt bulb uses 4 times the amount of energy as the 15 watt bulb. Does it also provide the same amount of light output. How can you account for this difference? Which bulb do you think would be better for conserving energy?

Later in the semester, before the final project, the class will begin a study of how erosion, weathering, and deposition help shape Earth's surface. This unit will be used to help them identify different geological landforms they will encounter on their "trip".

Unit: Weathering, Erosion, and Deposition

Earth Science Standard # 6: Describe and give examples of ways in which the Earth's surface is built up and torn down by natural processes, including deposition of sediments, rock formation, erosion, and weathering.

Objectives:

- Compare and contrast chemical and mechanical weathering

- Describe how the different agents of erosion (water, wind, gravity, and glaciers) shape Earth's surface.

Activities: (from Prentice Hall Science Explorer: *Earth's Changing Surface*, 2007)

- **"**How Does Gravity Affect Materials on a Slope?"
- "How Does Moving Water Wear Away Rocks?"
- "How Are Sediments Deposited?"
- "How Do Glaciers Change the Land?"
- "What is Sand Made of?"
- Design and Build a Dam

Jigsaw Activity: The students will be divided into four groups to research a different agent of erosion (water, wind, gravity, glaciers). They will then share with each other.

Assessment: For their final assessment, each student will choose one geographical landform in the U.S. to research. They will need to create a brochure that includes a description of the landform, how it is formed, what it will look like in one hundred years due to weathering and erosion, and where it is located.

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Final Project Proposal

Who: Students, either individually or in groups up to four

What: A 3-week cross country trip by car

Where: From Mansfield, MA to some point on the West Coast and back to Mansfield, with at least 5 historical stops

When: Students have one week to do this project at the end of the unit

Why: To create an interdisciplinary project using the tools they have been given in their core classes

Requirements:

1. Create a budget for the trip (math)
   Food
   Gas
   Accommodations
   Fees
   Miscellaneous
2. Choose 5+ historical places to visit (social studies)
   Different states
   Different time periods
   Must see the Pacific Ocean
   Need to "bring back" some kind of artifact (can be reproduced)
   Additional places = bonus points
3. Keep a travel journal (language arts)
   Daily entries
   List budget for the day
   Descriptive language/observations
   Autobiographical
4. Draw a map of the trip (science)
   List mileage
   Use a key
   Must be in color
   Describe geography of each of the 5 places

Students have to hand in:
Budget, Map, Travel Journal, and Artifacts

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Culminating Activity

As part of the celebration of our 6 month interdisciplinary unit, the students will plan and have a “Reunion Dance.” The idea is to have a school dance at the end of the unit where students come dressed as the occupation they were assigned in life. There will be food, dancing and games. Prizes will be awarded for best costume and best project (maps and artifacts) as well as individual teacher awards from their part of the unit.

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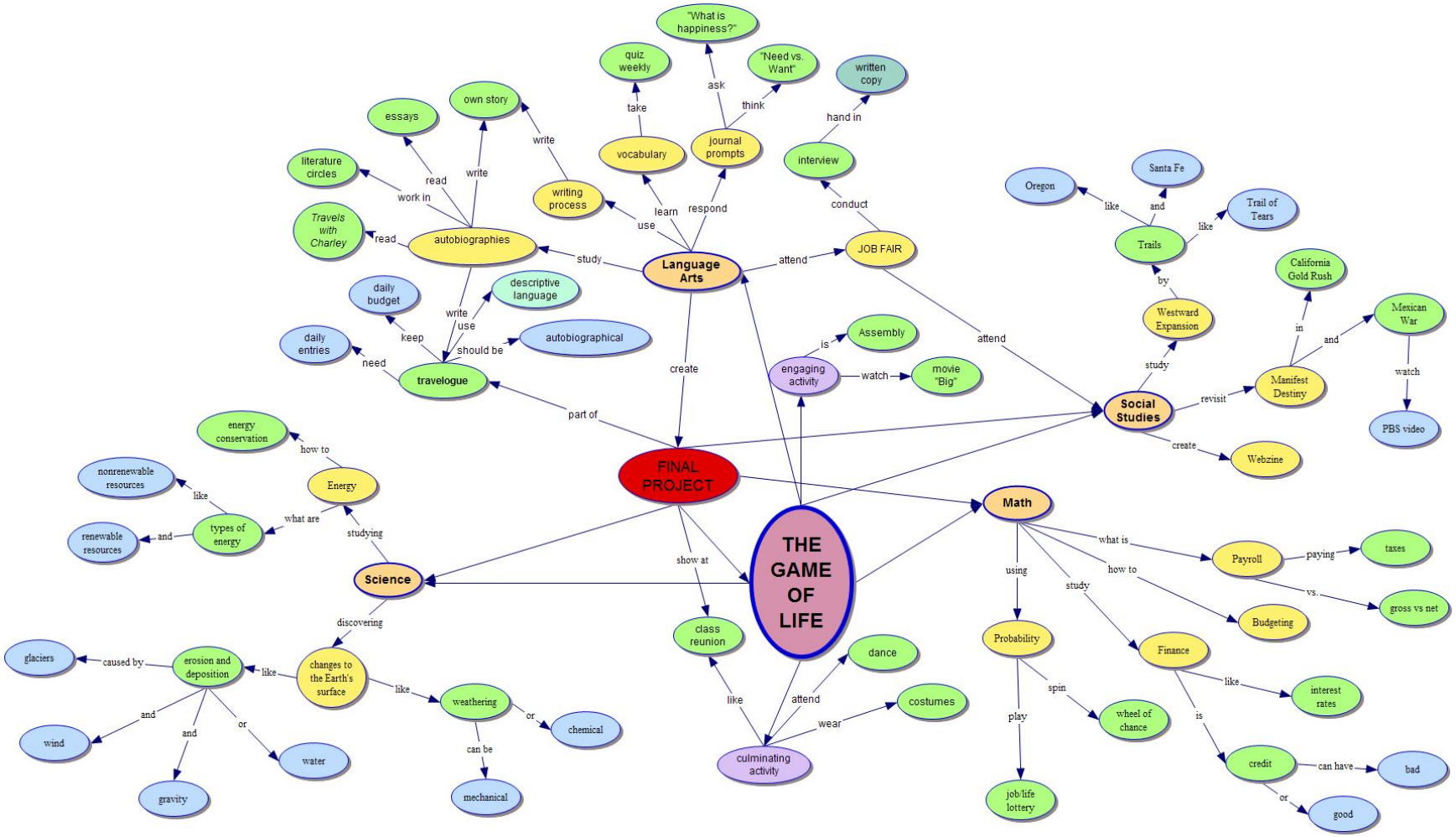
ITU “The Game of Life”

<u>Unit Lesson Chart</u>

	Math	Language Arts	Social Studies	Science
Day1	ENGAGING ACTIVITY Assembly/movie “Big”	ENGAGING ACTIVITY Assembly/movie “Big”	ENGAGING ACTIVITY Assembly/movie “Big”	ENGAGING ACTIVITY Assembly/movie “Big”
Day 2	Students receive unit packets Lottery for jobs, etc. Intro. “Wheel of Life” Payroll	Journal Prompt “What is Happiness?” “Game of Life” Vocabulary List 1	Review Westward Expansion and Manifest Destiny Trail of Tears	Fossil Fuels Coal Activity
Day 3	Library Home/Car research	KWL Biographies BIO POEMS	Oregon and the Santa Fe Trails	Fossil Fuels
Day 4	Finance Worksheet	Mini Lesson on Autobiographies Read autobiographical essays	Continue work on Oregon and Santa Fe Trails	Impact of fossil fuels on the environment Global Warming computer simulation
Day 5	Library	Book Choice for Literature Circles Vocab Quiz 1 Journal Prompt “Want vs. Need”	Mexican War PBS Video	Impact of fossil fuels on the environment
Day 6	“Buying a Fence” activity	Vocab 2 handout Job Fair (interview someone with your job)	JOB FAIR?? (can we share time for this??) Continue video	Renewable sources of energy Wind Activity

Day 7	Probability	Hand out Auto-biographies for LCs Journal Prompt "Rough Draft of Autobiography"	California Gold Rush	Renewable sources of energy
Day 8	Computer Lab Spreadsheets and Budgeting	Writing Workshop Day	Continue Gold Rush	Energy conservation Light bulb efficiency activity
Day 9	Computer Lab again	Editing Day	Workshop-create "webzine"	Energy conservation
Day 10	Written report on finances so far	Vocab Quiz 2 Autobiography DUE!	Continue workshop	Energy Conservation
Month 2 (November)	Last Friday of month-budget Ongoing-"Wheel of Life"	Read Autobiographies in Literature Circles; group presentations	Meeting 8th grade SS standards	Map making
Month 3 (December)	Same	Short Story Unit	Same	Climates
Month 4 (January)	Same	Dust Bowl Unit	Same	Chemical and Mechanical Weathering
Month 5 (February)	Same	Essay writing and open-response questions to prepare for MCAS	Same	Erosion and Deposition: Gravity and Glaciers
Month 6 (March)	Same	Read Travels With Charley by John Steinbeck as a class	Same	Erosion and Deposition: Water and Wind
Day 1	Introduce final project, brainstorm costs, etc.	Create travelogue for final project, based on	Create artifacts/map on historical sites to	Research Brochure on Geographical

	Form groups if so choose	reading and trip plan	visit	Landform to visit.
Day 2	PROJECT DAY	PROJECT DAY	Work on final project	“ “ “
Day 3	Work on Final Project	Revisit Journal Prompt “Want vs. Need” Work on travel journal	PROJECT DAY	PROJECT DAY
Day 4	Work on final project	Revisit Journal Prompt “What is Happiness?” Work on travel journal	Work on final project	“ “ “
Day 5	Final Project Due!	Final Project Due! Self-Assessment Rubric	Final Project Due!	Final Project Due!

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<u>Concept Map</u>