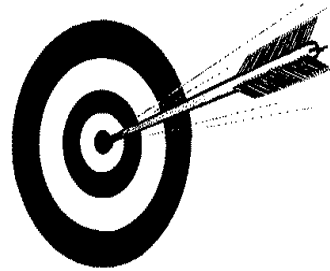




**NORTH AMERICAN DIVISION
Office of Education**



Make It Count

**Integrated Units of Study
Grades 5-8**





Student Assignment Sheet

Lesson 1

“Life is a promise; fulfill it.”

–Mother Theresa

Assignment Code	Assignment Description	Date Due	Done	Portfolio
Opening Slate	What are three ways that you are different from your best friend?	Lesson 1		
MC-1A	MUGS	Lesson 1		
MC-1B	CLQ: Accepting Differences	Lesson 1		
MC-1C	Language Arts Focus: Common and Proper Nouns	Lesson 1		
MC-1D	Decision Making Tabla	Lesson 2		
MC-1E	Directed Reading	Lesson 1		
MC-1F	Social Studies Simulation	Lesson 1		
MC-1G	Journal	Lesson 1		





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

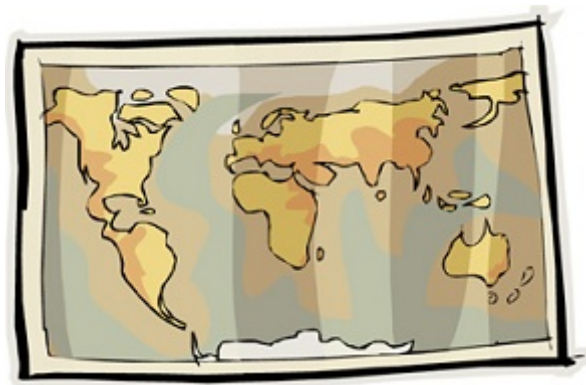
1A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

geography help us to understand what happened to the earth in the past how it is changing now and what mite happen to it in the future

Advanced Activity:

Underline two proper nouns in the above sentence.





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

1A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

geography help us to understand what happened to the earth in the past how it is changing now and what mite happen to it in the future

Advanced Activity:

Underline two proper nouns in the above sentence.

Answer:

Geography helps us to understand what happened to the Earth in the past, how it is changing now, and what might happen to it in the future.





Christ-Like Quality Introduction

Accepting Differences

Name _____

Date _____

1B

1. We are going to begin working on a new Christ-Like Quality, “accepting differences.”

Turn-to-a-Neighbor. Discuss why “accepting differences” is important. Be prepared to share your answers.

2. Give at least one example of this skill from the ministry of Christ. Extend by giving other Biblical and/or current examples of “accepting differences.”
3. Develop a *T-Chart* (Appendix) for “accepting differences.”





Language Arts Focus

Common and Proper Nouns

Name _____

Date _____

1C

Read the section on Nouns in Write Source 2000, #439.1-439.2. Write a proper noun that renames each common noun below.

Common Noun	Proper Noun
1. country	
2. boy	
3. father	
4. artist	
5. game	
6. book	
7. song	
8. president	
9. month	
10. famous women	
11. war or battle	
12. state	
13. nationality	
14. last name	
15. island	
16. day of the week	
17. book of the Bible	
18. sister	
19. restaurant	
20. school	





Decision Making Taba

Name _____

Date _____

1D

1. Use brainstorming in groups. “What decisions do you make?” Groups write ideas on Decision Making Taba Worksheet (1D-a).
2. Use *Random Call* for student responses.
3. Collect date worksheets and give to teacher.
4. Bridge statement – “We will use these lists in another activity with the next lesson.”





Decision Making Taba Worksheet

Name _____

Date _____

1D-a





Directed Reading

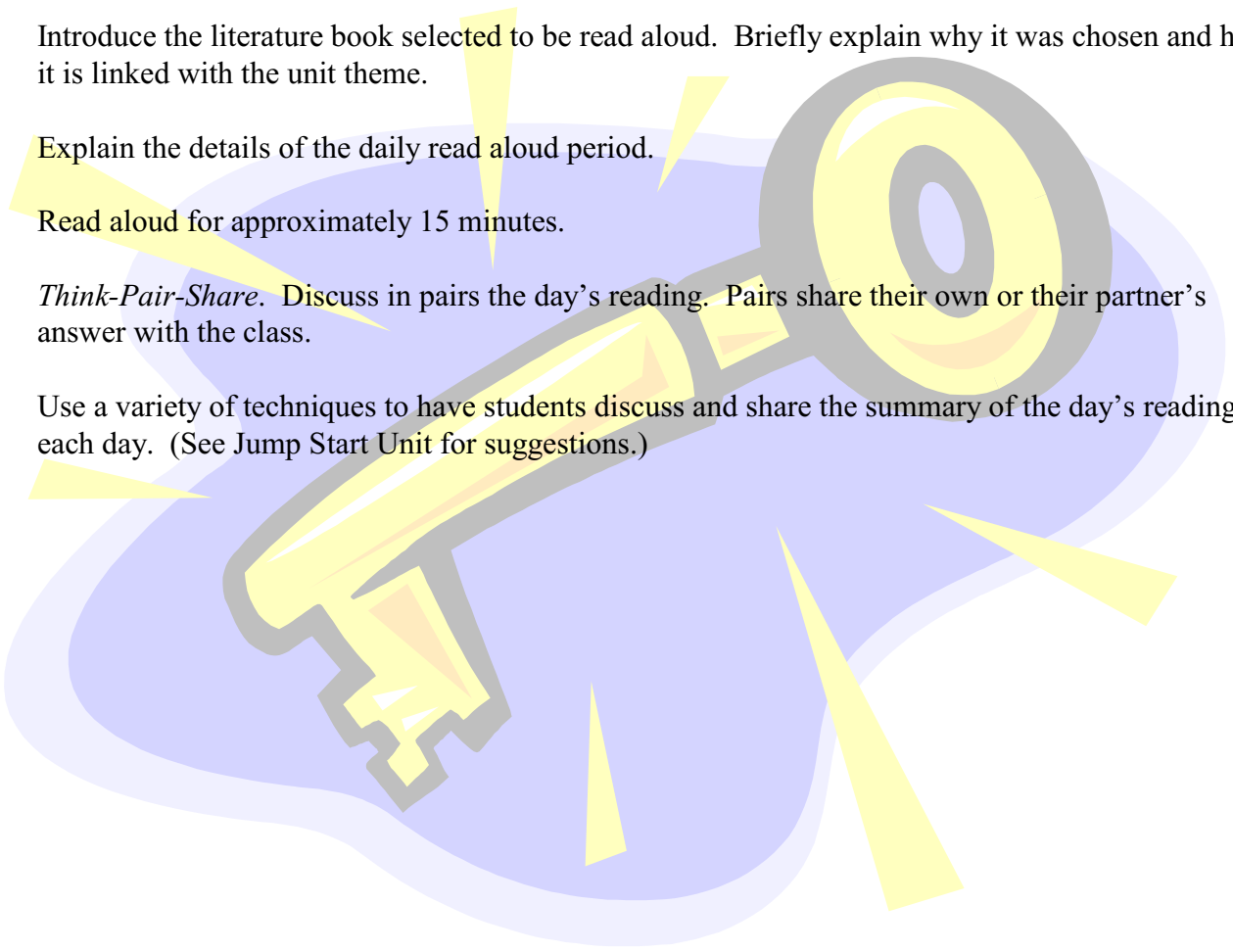
Introduction to Teacher Selected Literature

Name _____

Date _____

1E

1. Introduce the literature book selected to be read aloud. Briefly explain why it was chosen and how it is linked with the unit theme.
2. Explain the details of the daily read aloud period.
3. Read aloud for approximately 15 minutes.
4. *Think-Pair-Share.* Discuss in pairs the day's reading. Pairs share their own or their partner's answer with the class.
5. Use a variety of techniques to have students discuss and share the summary of the day's reading each day. (See Jump Start Unit for suggestions.)





Social Studies Simulation

Name _____

Date _____

1F

For this simulation the teacher chooses a criteria for selecting a group of students to be segregated for the day. For example, color of eyes or hair, color of clothes, or it can be a random choice by how the students draw numbers or colored chips. This simulation should last all day. If other teachers are involved talk to them ahead of time. The selected group should be discriminated against in the following ways:

sit in back of classroom, eat separately, not spoken to by other group if possible use different drinking fountains and bathrooms.

Debrief this activity before the students go home. How did you feel? etc.



Homework: Read information on:

- Jim Crow Laws
- 13th-15th Amendments
- Definition of Civil Rights
- Brown vs Board of Education





Journal

Name _____

Date _____

1G

If today were turned into a sport, what would it be? Why?





Student Assignment Sheet

Lesson 2

“Great minds have purposes, little minds have wishes.”

–Washington Irving

Assignment Code	Assignment Description	Date Due	Done	Portfolio
Opening Slate	What decision did you make yesterday?	Lesson 2		
MC-2A	MUGS	Lesson 2		
MC-2B	Language Arts Focus: Concrete, Abstract and Collective Nouns	Lesson 2		
MC-2C	Decision Making Tabla	Lesson 2		
MC-2D	Bible Scavenger Hunt	Lesson 2		
MC-2E	Spiritual Gifts Inventory	Lesson 2		✓
MC-2F	Personal Reading Log	Lesson 2		
MC-2G	HOM	Lesson 2		
MC-2H	Civil Rights	Lesson 2		
MC-2I	Processing the Content	Lesson 2		





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

2A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

joseph was determines to prove himself true too god. no matter what he woud acts as a citizen of heaven and surve the lord with all their hart

Advance Activity:

Find five nouns in the sentence above. Underline common nouns once and proper nouns twice.





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

2A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

joseph was determines to prove himself true too god. no matter what he woud acts as a citizen of heaven and surve the lord with all their hart

Advance Activity:

Find five nouns in the sentence above. Underline common nouns once and proper nouns twice.

Answer:

Joseph was determined to prove himself true to God. No matter what, he would act as a citizen of heaven and serve the Lord with all his heart.





Language Arts Focus

Concrete, Abstract and Collective Nouns

Name _____

Date _____

2B

Read the sections on Concrete and Abstract Nouns in Write Source 2000, #439.3-439.5. Write each of the following nouns under the correct heading. After writing the nouns, circle five collective nouns.

Joseph, decision, goal, tribe, book, question, fear, cup, money, Israel, talent,
Egypt, nation, horse, dream, herd, caravan, plan, courage





Language Arts Focus

Concrete, Abstract and Collective Nouns

Name _____

Date _____

2B

Read the sections on Concrete and Abstract Nouns in Write Source 2000, #439.3 - 439.5. Write each of the following nouns under the correct heading. After writing the nouns, circle five collective nouns.

Joseph, decision, goal, tribe, book, question, fear, cup, money, Israel, talent, Egypt, nation, horse, dream, herd, caravan, plan, courage

Concrete

Abstract

Joseph

book

cup

money

Egypt

horse

tribe

nation

herd

caravan

Israel

decision

goal

question

fear

talent

dream

plan

courage





Decision Making Tab

Name _____

Date _____

2C

1. Students will do a Concept Formation activity using the decisions they wrote for the previous lesson on the “Decision Making Tab Worksheet” (1D-a).

Grouping guidelines: Students are to form at least three groups and include at least four pieces of data in each group. 5/6 grade groups will need to have at least one attribute, 7/8 grade groups, at least two attributes. Each group of students will need a complete set of worksheets compiled from all the other groups. Use worksheet (2C-a).

2. Students form at least 3 groups or categories.
3. Students list attributes of each categories. (Why decisions strips were placed in each group.)
4. Students choose a name for each category.
5. Students share their categories with other groups and explain the logic of their groupings. (Use *Random Call*, *Roam the Room*, *Blackboard Share*, etc.)
6. Use *Think-Square-Share* for student responses to the following questions: “Which of the decisions that you grouped would be the most difficult to make? Which would be the easiest? Why?”
7. Student teams then hypothesize a set of steps for making complex or difficult decisions. Use *Random Call* to assess student responses.
8. Bridge statement: “Let’s test your hypotheses by examining the steps in decision-making from a Biblical perspective.” Proceed to activity 2D.





Taba Concept Formation Worksheet

Name _____

Date _____

2C-a

Roles to Choose From	
<p>1. Recorder = Writes/Records ideas and decisions 2. Spokesperson = Shares information with the class 3. Group Processor = Keeps track of how the group made decisions. (How were the roles chosen? What happened first, second, etc.)</p>	
Group 1 Name _____	Group 2 Name _____
<i>Attributes</i>	<i>Attributes</i>
1.	1.
2.	2.
3.	3.
4.	4.
Group 3 Name _____	Group 4 Name _____
<i>Attributes</i>	<i>Attributes</i>
1.	1.
2.	2.
3.	3.
4.	4.





Bible Scavenger Hunt

Principles for Decision Making Activity

Name _____

Date _____

2D

1. Read "Joseph in Egypt" story in teams. (2D-a)
2. On the way to Egypt, Joseph committed himself to God and set some important goals for his life and actions. These choices guided him through the challenging decisions he faced in Egypt. From the story you just read, work with your team to find five choices/goals Joseph made.

1. _____
2. _____
3. _____
4. _____
5. _____

3. What do the following verses have in common with Joseph?

Phillipians 3:14 _____
Daniel 1:8 _____
1 Corinthians 3:8 _____

Fill in the first box on the Decision Making Graphic Organizer (2D-b) "Setting goals and purposes."

4. What do the following verses have in common with each other?

Proverbs 16:3 _____
Proverbs 19:21 _____
Matthew 7:7 _____

Would this step come before or after setting your goals? Why? Fill in the second box, "Turning plans over to God."

5. From the following verses, what is the third step in decision making?

Joshua 24: 14, 15- (hint: Choose ye...) _____
Mark 14: 35-36 (hint: prayed that if possible...) _____
Matthew 25:15-19 _____

Fill in the third box, "Examine the options."

6. What is the last step in decision making?

Joshua 24:15, 18 (hint: We will serve...) _____
Mark 14:36 (hint: ...not what I will, but what...) _____

Fill in the fourth box, "Make a choice that will help you reach your goal."

7. Throughout this unit, we will be working with this decision-making process. As we move on to other activities, keep in mind that setting the right goals is vital to making correct choices.





Joseph in Egypt

*Patriarchs and Prophets pages 213-214
(An abridged version with readability at 6.5)*

Name _____

Date _____

2D-a

As Joseph rode with the caravan to Egypt, he could see his father's tents. He was very sad. Then Joseph's thoughts turned to his father's God. In his childhood he had been taught to love and fear Him. Often in his father's tent he had listened to the story of the vision that Jacob saw as he fled from his home an exile and a fugitive. He had been told of the Lord's promises to Jacob, and how God had filled them. How the angels of God had come to instruct, comfort, and protect Jacob when he needed them. He had learned of the love of God in giving a Redeemer to save all men. Now all these precious lessons came clear to his memory. Joseph believed that the God of his fathers would be his God. He right then gave himself fully to the Lord, and he prayed that the God who kept care of Israel would be with him wherever they took him.

He was excited and determined to prove himself true to God. No matter what, he would act as a citizen of heaven. He would serve the Lord with all his heart. He would meet the trials that came to him with strength and do every duty with faithfulness. One day's experience had been the turning point in Joseph's life. Its terrible misfortune had changed him from a favorite child to man, thoughtful, courageous, and determined.





Decision Making Graphic Organizer

Name _____

Date _____

2D-b

Decision Making Steps





Decision Making Graphic Organizer

Name _____

Date _____

2D-b

Decision Making Steps

Setting goals and purposes.

Turning plans over to God.

Examine the options.

*Make a choice that will help you
reach your goal.*





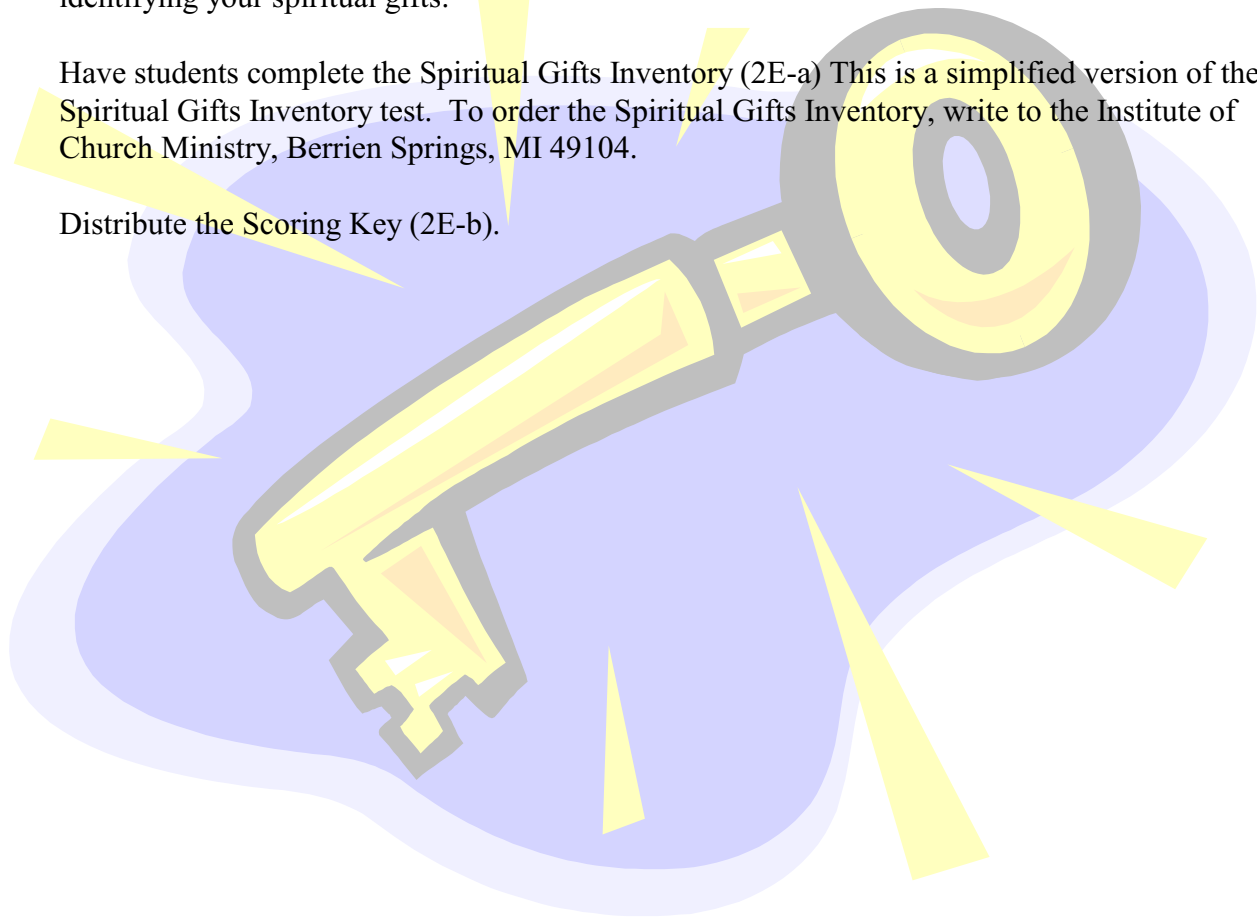
Spiritual Gifts Inventory

Name _____

Date _____

2E

- »»» Bridge statement: “Knowing and understanding your God-given gifts is important in thinking about your life goals. In the next few lessons we will be examining Spiritual Gifts and identifying your spiritual gifts.”
- »»» Have students complete the Spiritual Gifts Inventory (2E-a) This is a simplified version of the Spiritual Gifts Inventory test. To order the Spiritual Gifts Inventory, write to the Institute of Church Ministry, Berrien Springs, MI 49104.
- »»» Distribute the Scoring Key (2E-b).





Spiritual Gifts Inventory

Name _____

Date _____

2E-a

Complete the following questions by circling the number that best describes your answer to the question.

	False				True
1. I am able to say something comforting when someone is hurting.	1	2	3	4	5
2. Even when I don't understand what God's plan is for me I will still trust Him.	1	2	3	4	5
3. I like to be busy "behind the scenes" at social times.	1	2	3	4	5
4. I clearly understand that you can only be saved by faith.	1	2	3	4	5
5. When there is a complex problem, I can figure out the main factors that will help lead to a solution.	1	2	3	4	5
6. If I could share the gospel with other people, I would not worry about living in primitive conditions.	1	2	3	4	5
7. I feel comfortable leading out in a Bible teaching situation.	1	2	3	4	5
8. People often ask me to help them solve their problems when they are in trouble.	1	2	3	4	5
9. I have complete faith that the Lord will work out all my problems.	1	2	3	4	5
10. I try to help if I am asked, even when I am busy.	1	2	3	4	5
11. I can find what the Bible teaches on most subjects if I have the right study materials.	1	2	3	4	5
12. I can solve problems between people in a way that satisfied everyone.	1	2	3	4	5
13. I could handle being separated from my family in order to share the gospel in a foreign country.	1	2	3	4	5
14. I can prepare a logical outline for a Bible study class.	1	2	3	4	5
15. People who are in need of good advice ask me for it.	1	2	3	4	5
16. I believe God's promises are literal, even if things seem impossible.	1	2	3	4	5
17. If someone like a church or community leader asked me to help by sweeping the sidewalk, I would be happy to do it.	1	2	3	4	5
18. I am comfortable answering anyone's questions about the Bible.	1	2	3	4	5
19. I can develop a program or an event and see that it runs smoothly to the end.	1	2	3	4	5
20. I could easily adapt to the culture of another country if I were asked to go there.	1	2	3	4	5
21. I remember what the Bible has to say when I am faced with a problem.	1	2	3	4	5





Spiritual Gifts Inventory

Scoring Key

Name _____

Date _____

2E-b

Write your score for each question on the appropriate line. Add up the scores going across and write the total next to the gift.

			Total	Gift
1.	8.	15.		Exhortation/Counselor
2.	9.	16.		Faith
3.	10.	17.		Helps
4.	11.	18.		Knowledge
5.	12.	19.		Leadership
6.	13.	20.		Missionary
7.	14.	21.		Teaching

Circle the gifts that you score the highest in. Anything above nine should be considered a spiritual gift. Write down your top-ranking gifts in order, starting with the highest.

This test only indicates the probability of a certain spiritual gift in your life. You need to spend time in Bible study and prayer to confirm the gifts that God has given you. These are gifts of the Holy Spirit to be used for the strengthening of the church of Jesus Christ. There are many other gifts mentioned in the New Testament. Some other gifts are administration, apostleship, celibacy, discernment, evangelism, exorcism, giving, healing, hospitality, intercession, interpretation of tongues, martyrdom, mercy, miracles, pastoring, prophecy, tongues, voluntary poverty, and wisdom.





Directed Reading Activity

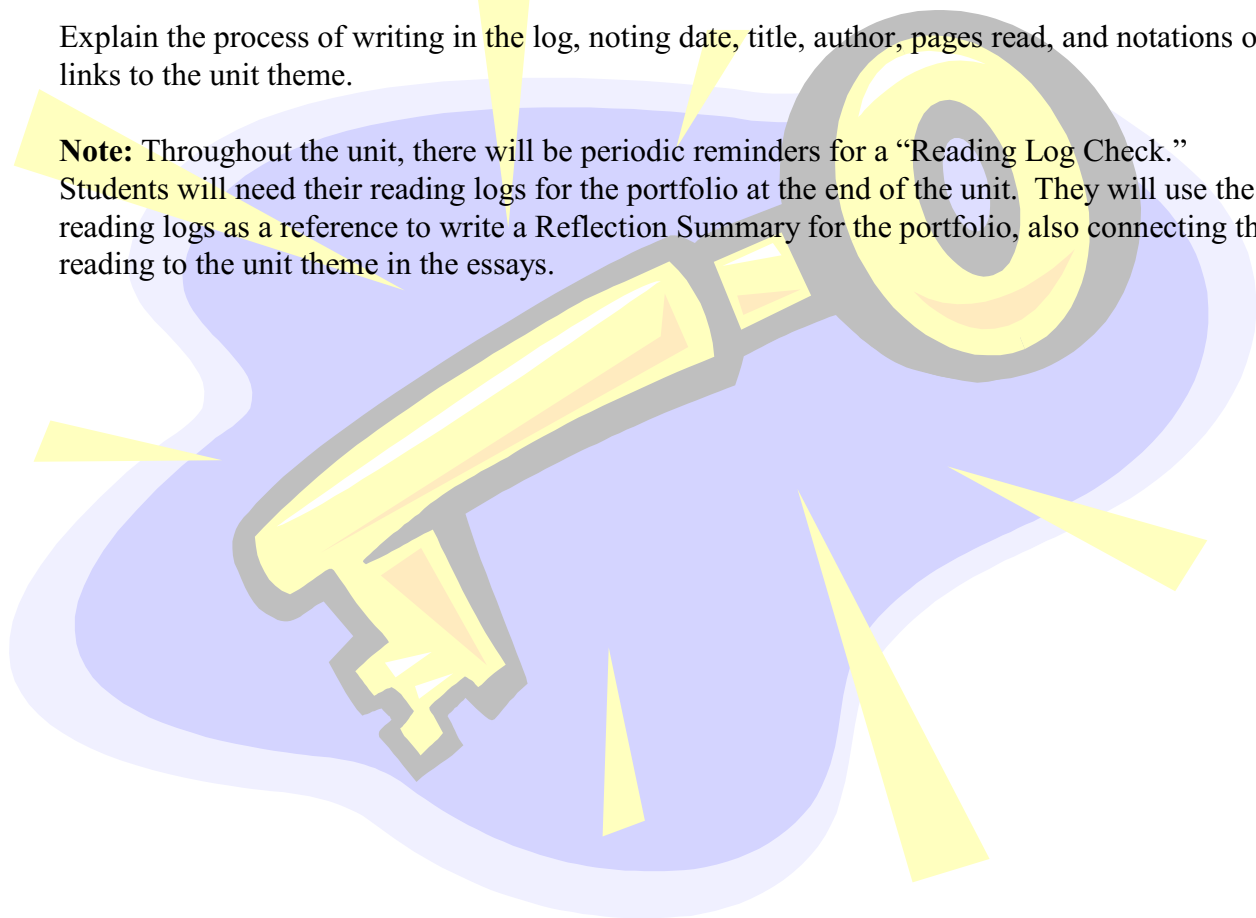
Introduction to Personal Reading Log

Name _____

Date _____

2F

1. Introduce the Personal Reading Log and explain how it will be used. If you have chosen to use a log which students make themselves show a sample and give directions.
2. Explain the process of writing in the log, noting date, title, author, pages read, and notations of links to the unit theme.
3. **Note:** Throughout the unit, there will be periodic reminders for a “Reading Log Check.” Students will need their reading logs for the portfolio at the end of the unit. They will use the reading logs as a reference to write a Reflection Summary for the portfolio, also connecting their reading to the unit theme in the essays.





Habits of Mind

Begin with the End in Mind

Name _____

Date _____

2G

To introduce this Habit of Mind the students will have experiences in putting various sizes of puzzles together.

1. Have a group of students put together a 24-piece puzzle (appropriate for first graders) without seeing the picture on the lid. Chances are the students will put the puzzle together in record time!
2. Have students put together a 50-piece puzzle without the picture. A little more difficult, but doable.
3. Follow the same procedure with a 500 or 1,000-piece puzzle. Ask the students how long they think it would take them to put the puzzle together without seeing the picture first. Do they think they would become bored and frustrated that they wouldn't bother to finish the puzzle?
4. Discuss the phrase: Begin with the end in mind. What does this phrase mean? How does it apply to the puzzles?
5. Application: What are some examples of things we do everyday that are quite easy to accomplish because we have the end in mind? What would math be like if we didn't begin with the end in mind? What would life be like if we didn't begin with the end in mind?





Civil Rights

Name _____

Date _____

2H

Using information from your reading and our class discussion on the Jim Crow Laws, the 13th -15th Amendments and the Brown v. Board of Education court decision, draw and color at least two illustrations for each category.

Jim Crow Laws

13th-15th Amendments

Brown v. Board of Education.





Civil Rights

1. Discuss Jim Crow Laws, 13th -15th Amendments and Brown v. Board of Education. Include in the discussion the following:

- »» **Jim Crow Laws** - Made separation of white and black people legal - couldn't use same schools, restaurants, trains, hotels or parks.
- »» **Voting** - Threatened or fired if voted. Voting places kept secret, tests for voting made more difficult for blacks, taxes for voting.
- »» **13th Amendment** - Abolishes slavery - 1865.
- »» **14th Amendment** - Black citizens of U.S. have the same legal rights as white - 1868.
- »» **15 Amendment** - Can't deny right to vote account of race or color - 1870.
- »» **Civil Rights** - Personal freedoms guaranteed by the Constitution.
- »» **Brown v. the Board of Education** - Supreme Court - Segregation of schools illegal - 1954.

2. Ask the students:
Would you vote if you might be fired?
Would you have taken a black person to vote?

- »» Illustrations should reflect the information above.

3. Have students respond to the discussion by completing 2H.

4. Distribute 2H-a.





Separate But Equal

Name _____

Date _____

2H-a

Answer the following question in complete sentences.

If black schools had received as much money for their students as white schools did, would segregation have been justified? Explain your answer.



Homework: Read in a textbook or an encyclopedia about the Montgomery Bus Boycott and Rosa Parks.





Processing the Content

Name _____

Date _____

21

Choose a classmate.

List several ways that you consider yourself different from this classmate. These can be mental, physical or other differences. (Remember to be kind with your statements.)





Student Assignment Sheet

Lesson 3

“The reward of a thing well done is to have done it.”

–Ralph Waldo Emerson

Assignment Code	Assignment Description	Date Due	Done	Portfolio
Opening Slate	What are the 4 steps of Decision Making?	Lesson 3		
MC-3A	MUGS	Lesson 3		
MC-3B	CLQ: Accepting Differences	Lesson 3		
MC-3C	Language Art Focus: Letter Writing	Lesson 3		
MC-3D	Values	Lesson 3		
MC-3E	Spiritual Gifts Activity	Lesson 3		
MC-3F	Multiple Intelligence Test	Lesson 3		✓
MC-3G	Financial Simulation Set-up	Lesson 3		
MC-3H	Directed Reading	Lesson 3		
MC-3I	Journal	Lesson 3		





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

3A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

we each has different responsibilitys depending on our natural talents an spiritual gifts

Advance Activity:

Underline three abstract nouns in the above sentence.





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

3A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

we each has different responsibilitys depending on our natural talents an spiritual gifts

Advance Activity:

Underline three abstract nouns in the above sentence.

Answer:

We each have different responsibilities, depending on our natural talents and Spiritual gifts.





Christ-Like Quality

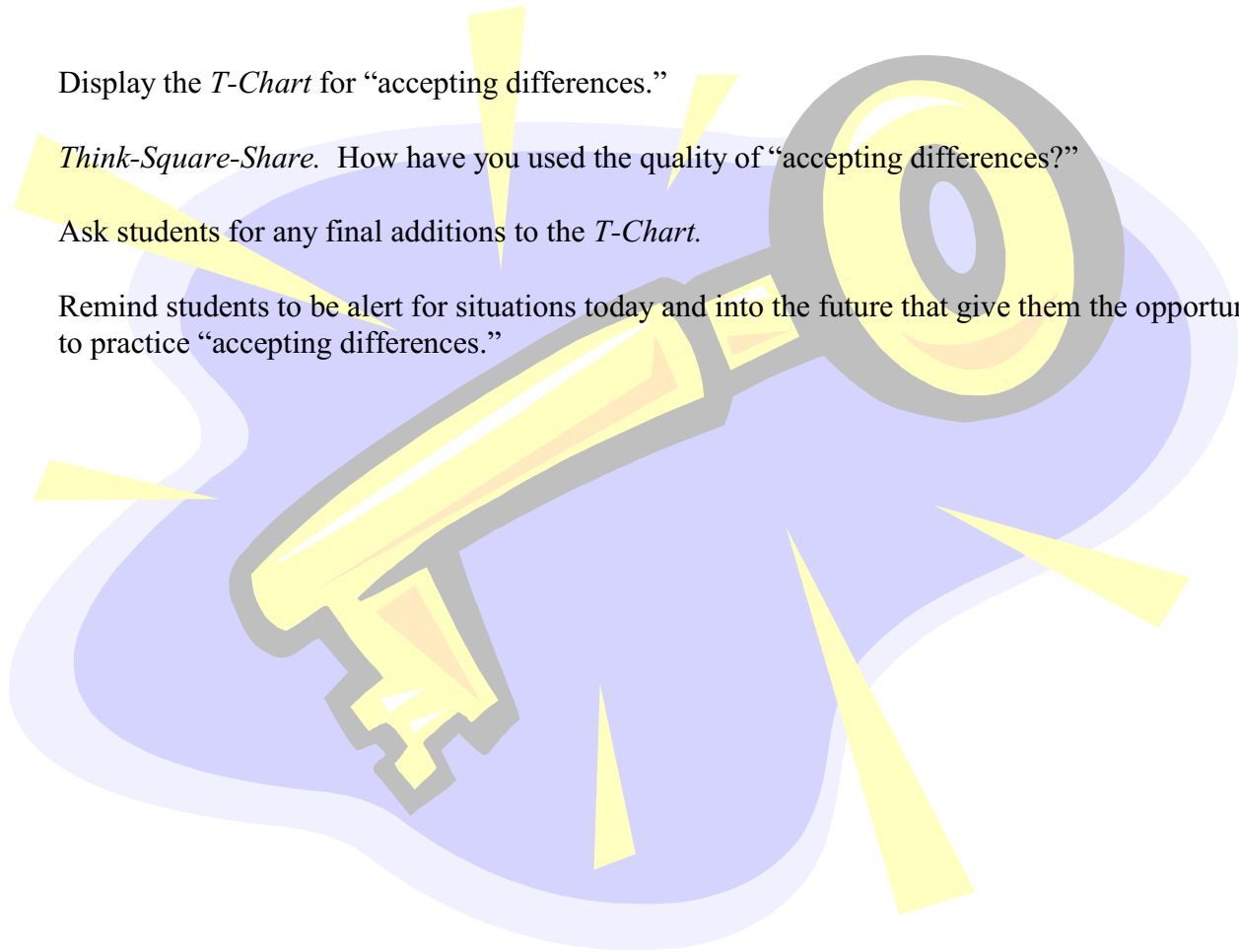
Accepting Differences

Name _____

Date _____

3B

1. Display the *T-Chart* for “accepting differences.”
2. *Think-Square-Share*. How have you used the quality of “accepting differences?”
3. Ask students for any final additions to the *T-Chart*.
4. Remind students to be alert for situations today and into the future that give them the opportunity to practice “accepting differences.”





Language Arts Focus

Writing a Business Letter

Name _____

Date _____

3C

Read Write Source 2000, #242 - 248. Using this information write a letter to a local community agency requesting data about the services they provide. The response obtained from the agency will be used in a later lesson.





Values

Name _____

Date _____

3D

Students will explore how values are affected by culture.

1. Using *Continuum*, ask students to respond to the following questions:

A. Where do you get the most information from:

Peers or family

B. What most influences the way you think and act:

Your family's beliefs or what you see and hear on television and the radio

2. *Think-Pair-Share* for student responses to the following dilemma:

You are asked to help at the Saturday night social at your school. There is a lot to do to get things ready, and some of your friends are going to together Sabbath afternoon to prepare for the social. You don't want to get ready for the social on Sabbath but at the same time you want to help your friends. Someone says you will be doing good if you help your friends. Isn't that just what the Bible says the Sabbath is all about? STOP

- What would you say right now?
- What Biblical help is there for your dilemma?
- What guidelines can you draw from your knowledge of God's word and Scripture?





Spiritual Gifts Activity

Name _____

Date _____

3E

1. Students filled out a Spiritual Gifts Inventory. Let's look at Romans 12:6-8 where it talks about the group of gifts called "Motivational Gifts."
2. Read Romans 12:6. Use *Think-Square-Share* to get student responses to this question: "Why do you think these gifts are called motivational gifts?"
(These are gifts we possess that guide why we do the things we do. They provide the motivation in our lives and help to shape our personality.)
3. Read Romans 12:6-8. Use *Random Call* to list the seven gifts mentioned in this text.
 1. *Speaking*
 2. *Serving*
 3. *Teaching*
 4. *Encouraging*
 5. *Sharing*
 6. *Authority*
 7. *Kindness*
4. We will examine what each gift means in our next lesson.
5. Bridge Statement: "God gave each individual different gifts so that His church is equipped to serve the world around us. God has given each of us specific strengths. In our next activity, we will look at different ways people think and learn."





Multiple Intelligences

Inventory and Activity

Name _____

Date _____

3F

1. Introduce: “God created us uniquely. There is no one else in the entire world, nor has there ever been one, who is just like you. There are similarities, but there are also major differences. Today we are going to look at different ways in which people are intelligent.”
2. Students fill out the Multiple Intelligence Inventory following the instructions on the sheet following pages: 3F-a, 3F-b, 3F-c and 3F-d.
3. Students total their individual scores for each area and determine which three intelligences are their highest.
4. Use *Corners* (with 7 corners instead of 4) with the following:

Which was your highest intelligence? Give one example of how you use that intelligence. Students go to the corner that matches their multiple intelligence. Questions are answered individually.

(Questions may be posted on wall at each corner.)





Multiple Intelligences Inventory

Name _____

Date _____

3F-a

Directions: Use the following numbers to fill in the blanks as they fit you: 5 = always; 4 = usually; 3 = often; 2 = sometimes; 1 = rarely; 0 = never. When finished, add up the total for each intelligence.

Linguistic Intelligence

- _____ Books are very important to me.
- _____ I can hear words in my head before I read, speak, or write them down.
- _____ I get more out of listening to the radio or a spoken-word cassette than I do from television or films.
- _____ I enjoy word games like Scrabble, Anagrams, or Password.
- _____ I enjoy entertaining myself or others with tongue twisters, nonsense rhymes, or puns.
- _____ Other people sometimes have to stop and ask me to explain the meaning of the words I use in my writing and speaking.
- _____ English, social studies, and history were easier for me in school than math and science.
- _____ When I drive down a freeway, I pay more attention to the words written on billboards than to the scenery.
- _____ My conversation includes frequent references to things that I've read or heard.
- _____ I've written something recently that I was particularly proud of or that earned me recognition from others.

_____ **TOTAL**

Logical-Mathematical Intelligence

- _____ I can easily compute numbers in my head.
- _____ Math and/or science were among my favorite subjects in school.
- _____ I enjoy playing games or solving brainteasers that require logical thinking.
- _____ I like to set up little "what if" experiments (for example, "What if I double the amount of water I give to my rosebush each week?")
- _____ My mind searches for patterns, regularities, or logical sequences in things.
- _____ I'm interested in new developments in science.
- _____ I believe that almost everything has a rational explanation.
- _____ I sometimes think in clear, abstract, wordless, imageless concepts.
- _____ I like finding logical flaws in things that people say and do at home and work.
- _____ I feel more comfortable when something has been measured, categorized, analyzed or quantified in some way.

_____ **TOTAL**





Multiple Intelligences Inventory

Name _____

Date _____

3f-b

Directions: Use the following numbers to fill in the blanks as they fit you: 5 = always; 4 = usually; 3 = often; 2 = sometimes; 1 = rarely; 0 = never. When finished, add up the total for each intelligence.

Spatial Intelligence

- _____ I often see clear visual images when I close my eyes.
- _____ I'm sensitive to color.
- _____ I frequently use a camera or camcorder to record what I see around me.
- _____ I enjoy doing jigsaw puzzles, mazes, and other visual puzzles.
- _____ I have vivid dreams at night.
- _____ I can generally find my way around unfamiliar territory.
- _____ I like to draw or doodle.
- _____ Geometry was easier for me than algebra in school.
- _____ I can comfortably imagine how something might appear if it were looked down upon from directly above in a bird's-eye view.
- _____ I prefer looking at reading material that is heavily illustrated.

_____ **TOTAL**

Bodily-Kinesthetic Intelligence

- _____ I engage in at least one sport or physical activity on a regular basis.
- _____ I find it difficult to sit still for long periods of time.
- _____ I like working with my hands at concrete activities such as sewing, weaving, carving, carpentry, or model building.
- _____ My best ideas often come to me when I'm out for a long walk or a jog, or when I'm engaging in some other kind of physical activity.
- _____ I often like to spend my free time outdoors.
- _____ I frequently use hand gestures or other forms of body language when conversing with someone.
- _____ I need to touch things in order to learn more about them.
- _____ I enjoy daredevil amusement rides or similar thrilling physical experiences.
- _____ I would describe myself as well-coordinated.
- _____ I need to practice a new skill rather than simply reading about it or seeing a video that describes it.

_____ **TOTAL**





Multiple Intelligences Inventory

Name _____

Date _____

3F-c

Directions: Use the following numbers to fill in the blanks as they fit you: 5 = always; 4 = usually; 3 = often; 2 = sometimes; 1 = rarely; 0 = never. When finished, add up the total for each intelligence.

Musical Intelligence

- _____ I have a pleasant singing voice.
- _____ I can tell when a musical note is off-key.
- _____ I frequently listen to music on radio, records, cassettes, or compact discs.
- _____ I play a musical instrument.
- _____ My life would be poorer if there were no music in it.
- _____ I sometimes catch myself walking down the street with a television jingle or other tune running through my mind.
- _____ I can easily keep time to a piece of music with a simple percussion instrument.
- _____ I know the tunes to many different songs or musical pieces.
- _____ If I hear a musical selection once or twice, I am usually able to sing it back fairly accurately.
- _____ I often make tapping sounds or sing little melodies while working, studying, or learning something new.

_____ **TOTAL**

Interpersonal Intelligence

- _____ I'm the sort of person that people come to for advice and counsel at work or in my neighborhood.
- _____ I prefer group sports like badminton, volleyball, or softball to solo sports such as swimming and jogging.
- _____ When I have a problem, I'm more likely to seek out another person for help than attempt to work it out on my own.
- _____ I have at least three close friends.
- _____ I favor social pastimes such as Monopoly or bridge over individual recreations such as video games and solitaire.
- _____ I enjoy the challenge of teaching another person, or groups of people, what I know how to do.
- _____ I consider myself a leader (or others have called me that).
- _____ I feel comfortable in the midst of a crowd.
- _____ I like to get involved in social activities connected with my work, church or community.
- _____ I would rather spend my evenings at a lively party than stay at home alone.

_____ **TOTAL**





Multiple Intelligences Inventory

Name _____

Date _____

3F-d

Directions: Use the following numbers to fill in the blanks as they fit you: 5 = always; 4 = usually; 3 = often; 2 = sometimes; 1 = rarely; 0 = never. When finished, add up the total for each intelligence.

Intrapersonal Intelligence

- _____ I regularly spend time alone meditating, reflecting, or thinking about important life questions.
- _____ I have attended counseling sessions or personal growth seminars to learn more about myself.
- _____ I am able to respond to setbacks with resilience.
- _____ I have a special hobby or interest that I keep pretty much to myself.
- _____ I have some important goals for my life that I think about on a regular basis.
- _____ I have a realistic view of my strengths and weaknesses (borne out by feedback from other sources).
- _____ I would prefer to spend a weekend alone in a cabin in the woods rather than at a fancy resort with lots of people around.
- _____ I consider myself to be strong willed or independent minded.
- _____ I keep a personal diary or journal to record the events of my inner life.
- _____ I am self-employed or have at least thought seriously about starting my own business.

_____ **TOTAL**

Directions: Rank your intelligence strengths by transferring your total score from each section starting with the highest to lowest.

Score	Intelligence	Highest to Lowest score
		highest score
		lowest score





Financial Simulation

Preparation and Set-up

Name _____

Date _____

3G

1. Explain that we will be doing a simulation of real-life finance situations. This will be an introductory activity that will help you learn to use financial resources wisely. The goal is to save enough money each month that will allow the family to participate in a mission trip at the end of 12 months.
2. Students will first decide whether or not they want to go to college. Then based on this decision, they will draw cards that will assign their occupation, annual salary, and family size (3G-a, 3G-b, 3G-c, 3G-d, 3G-e, 3G-f, 3G-g, 3G-h, 3G-I, 3G-j). Based on this information, they will begin writing a budget with Lesson 4.
3. Each student will decide whether they want to go to college or not.
 1. If they choose not to go to college, they will draw one card from the occupation pile. If the career on that card does not require a college education, that will be their career. If the career on the card requires a college education, they must draw another card.
 2. If they decide to go to college, they will draw three cards from the occupation pile. They can choose any one of the three occupations. They will have to make payments on a college loan of \$100/month.
4. After occupations are assigned, students will draw cards to determine annual salary.
 1. If the student did not go to college, they will choose one card from the non-college salary pile.
 2. If the student went to college, they will choose three cards from the college salary pile. They can choose any one of the three pay levels.
5. Each student will then draw two cards from which they can choose their family size. After completing steps 1-5, they will create their personal profile.
6. On the top of the Monthly Budget Worksheet (3G-I), students need to write their name, education level, occupation, annual salary (calculate monthly salary), and family size. They will fill out the rest of the Budget Worksheet with Lesson 4.





Careers With College

3G-a

Architect	Astronomer	Business Manager
College Professor	CPA	Dental Hygienist
Dentist	Dietician	Electrical Engineer
Elementary School Teacher	Geologist	Heart Surgeon





Careers With College

3G-b

Journalist	Judge	Lawyer
Meteorologist	Musician	News Broadcaster
Nuclear Engineer	Nurse	Nurse Anesthetist





Careers With College

3G-c

Occupational Therapist	Oceanographer	Office Manager
Ophthalmologist	Park Ranger	Pastor
Pediatrician	Photographer	Pilot





Careers With College

3G-d

Physical Therapist	Psychologist	Physicist
Senator	Speech Pathologist	Stock Broker
TV Producer	Veterinarian	Zoologist





Careers Without College

3G-e

Auto Mechanic	Child Care Worker	Computer Technician
Construction Worker	Custodian	Electrician
Emergency Medical Technician	Factory Worker	Fashion Designer





Careers Without College

3G-f

Football Player	Insurance Agent	Salesperson at a Department Store
Sheriff	McDonalds Supervisor	Realtor
Restaurant Manager	Secretary	Telephone Operator





Careers Without College

3G-g

Travel Agent	Trash Collector	Vacuum Salesperson
Waiter/Waitress		One Child
Two Children	Three Children	Zero Children





Annual Salaries

3G-h

<p>\$28,020 (College Education)</p>	<p>\$36,000 (College Education)</p>	<p>\$46,800 (College Education)</p>
<p>\$15,000 (Non-College Education)</p>	<p>\$18,000 (Non-College Education)</p>	<p>\$22,980 (Non-College Education)</p>





I-9/W-4 Tax Forms

Name _____

Date _____

3G-j

Name _____

Career _____

Salary _____

Marital Status _____

Number of Dependents _____





Introduction to Student Selected Literature

Name _____

Date _____

3H

1. Have available the literature books from which the students will choose.
2. Share briefly with a sentence or two about each book and how it links with the theme.
3. Have students choose their books. Each time they read, they should note details in the Personal Reading Log.





Journal

Name _____

Date _____

3I

What worked well in your group today?

1. List 3 words that describe how you felt when you discovered what you had chosen for a career and salary. Is this career something you think you would have chosen in real life? Why or why not?





Student Assignment Sheet Lesson 4

“You are what your deep driving desire is;
As your deep driving desire is, so is your will;
As your will is, so is your deed;
As your deed is, so is your destiny”
–The Upanishads

Assignment Code	Assignment Description	Date Due	Done	Portfolio
Opening Slate	Do you think the results of your Multiple Intelligences Inventory are accurate? Why/Why not?	Lesson 4		
MC-4A	MUGS	Lesson 4		
MC-4B	CLQ: Being Responsible	Lesson 4		
MC-4C	DR: Vocabulary, Reading Questions Bio Poem (5 th and 6 th), Character Map (7 th and 8 th) 5 th and 6 th <i>Life Reading Series</i> Level 12, “A Bird With No Feathers,” pages 83-94. 7 th and 8 th <i>Life Reading Series</i> Level 14, “Gentlemen of Rio en Medio,” pages 29-31.	Lesson 5		
MC-4D	Spiritual Gifts Extension	Lesson 4		
MC-4E	Budget Activity	Lesson 4		
MC-4F	Language Arts Focus: The Number of Nouns	Lesson 4		
MC-4G	Social Studies: Rosa Parks Video	Lesson 8		
MC-4H	Processing the Process	Lesson 4		





Student Assignment Sheet

Lesson 4

Please add a day to complete Lessons 1-4 before proceeding to Lesson 5.





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

4A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

different family's has different ways of recording important events

Advance Activity:

Underline one concrete noun once and one abstract noun twice in the above sentence.





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

4A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

different family's has different ways of recording important events

Advance Activity:

Underline one concrete noun once and one abstract noun twice in the above sentence.

Answer:

Different families have different ways of recording important events.





Christ-Like Quality

Introduction

Name _____

Date _____

4B

1. *Think-Square-Share.* Have students define “being responsible.”
2. Give at least one example of this skill from the ministry of Christ. Extend by giving other Biblical and/or current examples of this week’s CLQ.
3. Develop a *T-Chart* for “being responsible.”
4. Post *T-Chart* and encourage students to practice “being responsible” throughout the rest of the day (and to be on the watch for others who practice “being responsible.”)
5. Groups re-define “being responsible” using information shared during the development of the *T-Chart*.





Directed Reading

5th and 6th - Life Reading Series Level 12
“A Bird With No Feathers” pages 83-94

7th and 8th - Life Reading Series Level 14
“Gentlemen of Rio en Medio” pages 29-31

Name _____

Date _____

4C

1. Students complete vocabulary worksheets appropriate for their level (4C-a; 4C-b).
2. Distribute the questions to guide students as they read (4C-c; 4C-d).
3. Students read the assigned selections.
4. In groups share the answers to the questions.
5. 5th and 6th write a Bio Poem (4C-e) about the young girl in the story.
7th and 8th create a Character Map (4C-f) of Don Anselmo.





Vocabulary

“A Bird With No Feathers”

Name _____

Date _____

4C-a

Draw a picture depicting each of these vocabulary words and write a short description illustrating what it looks like and how it is used.

1. veranda

2. fronds

3. longhouse

4. sarongs





Vocabulary

“A Bird With No Feathers”

Name _____

Date _____

4C-a

Draw a picture depicting each of these vocabulary words and write a short description illustrating what it looks like and how it is used.

Note: Accept any reasonable drawing and description based on definitions below.

1. **veranda** - *a covered porch outside a building.*
2. **frond** - *a large leaf divided into many tiny sections, found in ferns and some palm trees*
3. **long house** - *a large rectangular dwelling*
4. **sarong** - *a rectangular piece of cloth usually of brightly colored material, wrapped around as a skirt or shirt*





Vocabulary

“Gentlemen of Rio en Medio”

Name _____

Date _____

4C-b

Using the Glossary and Context Clues

Use the Glossary and the context clues in the sentences to find the words that best completes each sentence. Write the word in the blank.

adobe
broached
deed
engineer
gazelle

negotiation
obediently
preliminary
pruned
quaint

1. Because we were aware that the landlord was having a bad day, we _____ the subject of the dripping faucet very carefully.
2. The lawyer told her client that it was only a _____ hearing; there would be another hearing in a month.
3. Jan wants to be the _____ for the new system planned by the Department of Transportation.
4. The children followed their baby-sitter’s wishes _____, so that he would sit for them again.
5. The visitors to the Mexican village learned that the villagers lived in _____ homes.
6. Sally _____ the old leaves and stems from the plant to encourage new growth.
7. A _____ is a graceful and swift member of the antelope family.
8. The _____ to the property was transferred to the new owner upon purchase of the land.
9. Every shelf in the antique shop was filled with _____ objects that were common long ago.
10. After weeks of _____, a contract was drawn up that was agreeable to everyone.





Vocabulary

“Gentlemen of Rio en Medio”

Name _____

Date _____

4C-b

Using the Glossary and Context Clues

Use the Glossary and the context clues in the sentences to find the words that best completes each sentence. Write the word in the blank.

adobe
broached
deed
engineer
gazelle

negotiation
obediently
preliminary
pruned
quaint

1. Because we were aware that the landlord was having a bad day, we broached the subject of the dripping faucet very carefully.
2. The lawyer told her client that it was only a preliminary hearing; there would be another hearing in a month.
3. Jan wants to be the engineer for the new system planned by the Department of Transportation.
4. The children followed their baby-sitter’s wishes obediently, so that he would sit for them again.
5. The visitors to the Mexican village learned that the villagers lived in adobe homes.
6. Sally pruned the old leaves and stems from the plant to encourage new growth.
7. A gazelle is a graceful and swift member of the antelope family.
8. The deed to the property was transferred to the new owner upon purchase of the land.
9. Every shelf in the antique shop was filled with quaint objects that were common long ago.
10. After weeks of negotiations, a contract was drawn up that was agreeable to everyone.





Reading Questions

“A Bird With No Feathers”

Name _____

Date _____

4C-c

Grades 5 and 6:

1. Who is narrating this story? _____
2. In this story the young girl explains new experiences in words she can understand. Find objects she describes in this way.

3. Teacher Maung taught that “all men are of one family.” What does this mean?

4. Describe the friendship that developed between the child and missionary.





Reading Questions

“A Bird With No Feathers”

Date _____

4C-b

Grades 5 and 6:

1. Who is narrating this story? *The young girl in the native village.*
2. In this story the young girl explains new experiences in words she can understand. Find objects she describes in this way.

Answers will vary. Possible responses: airplane explained as bird without feathers; plastic covering explained as clear skin

3. Teacher Maung taught that “all men are of one family.” What does this mean?

Answers will vary. Possible responses should include the idea that we are all part of the family of God.

4. Describe the friendship that developed between the child and missionary.

Answers will vary. Possible responses should include the idea that they were like sisters.





Reading Questions

“Gentleman of Rio en Medio”

Name _____

Date _____

4C-d

Grades 7 and 8:

1. Who is narrating this story? _____
Who is the main character? _____

2. What two complications surrounded the sale?

3. What does Don Anselmo’s refusal to accept additional money tell you about his character?

4. Explain why the trees were important to Don Anselmo. What does this tell you about his feeling for the people of his village?

5. Give evidence from the story which shows that the new owners accepted Don Anselmo’s values.





Reading Questions

“Gentleman of Rio en Medio”

Name _____

Date _____

4C-d

Grades 7 and 8:

- Who is narrating this story? *The friend of the Americans who bought the land.*
Who is the main character? *Don Anselmo*
- What two complications surrounded the sale?
The property was larger than originally thought to be. Don Anselmo refused to accept more money for the additional land.
- What does Don Anselmo’s refusal to accept additional money tell you about his character?
He is honorable.
- Explain why the trees were important to Don Anselmo. What does this tell you about his feeling for the people of his village?
He had given them to each child born in the village. He cared for them.
- Give evidence from the story which shows that the new owners accepted Don Anselmo’s values.
They found all the owners of the trees and bought the trees from them even though legally the trees were on their property so they owned them already.





Bio Poem

“A Bird With No Feathers”

Name _____

Date _____

4C-e

Bio Poem

First Name

Four traits

Cares deeply about

Who feels

Who needs

Who gives

Who would like to see

Resident of



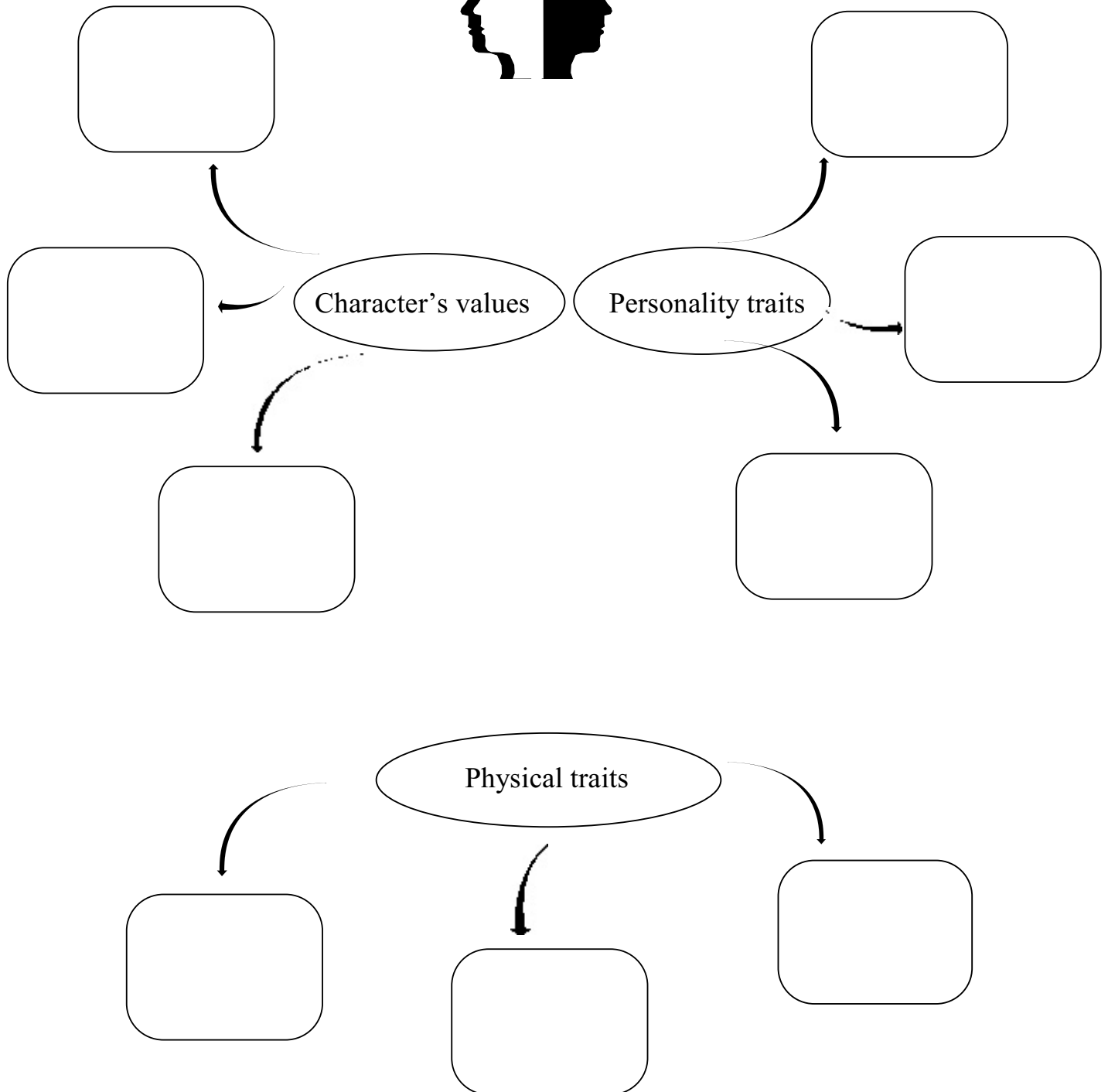
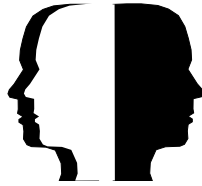


Name _____

Date _____

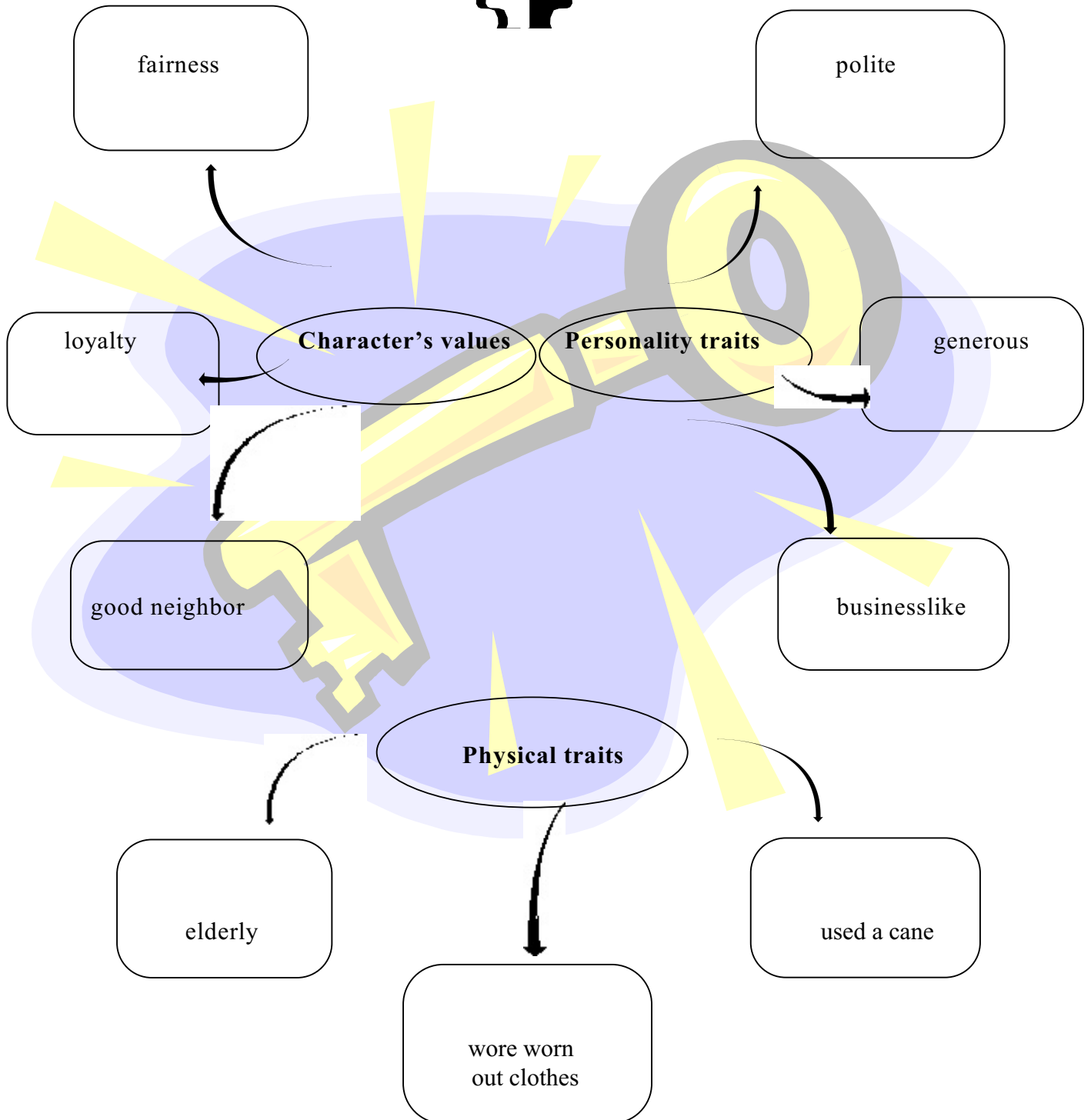
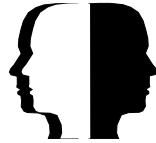
4C-f

Character's Name





“Don Anselmo”





Spiritual Gifts Extension

Name _____

Date _____

4D

1. Students look at Romans 12:6-8 where it lists the Motivational Gifts. Today we are going to look more closely at what each gift means.

2. *Think-Pair-Share.* List the seven gifts listed in Romans 12:-8.

1. Speaking
2. Serving
3. Teaching
4. Encouraging
5. Sharing
6. Authority
7. Kindness

3. Have students review their highest Spiritual Gift. Then use their multiple intelligence to represent their Spiritual Gift to the class.

For example, have a:

- spatial (multiple intelligent) student who is a server (Spiritual Gift) do a visual or graphic presentation of serving.
- kinesthetic student could act a presentation of the gift of exhortation, etc.





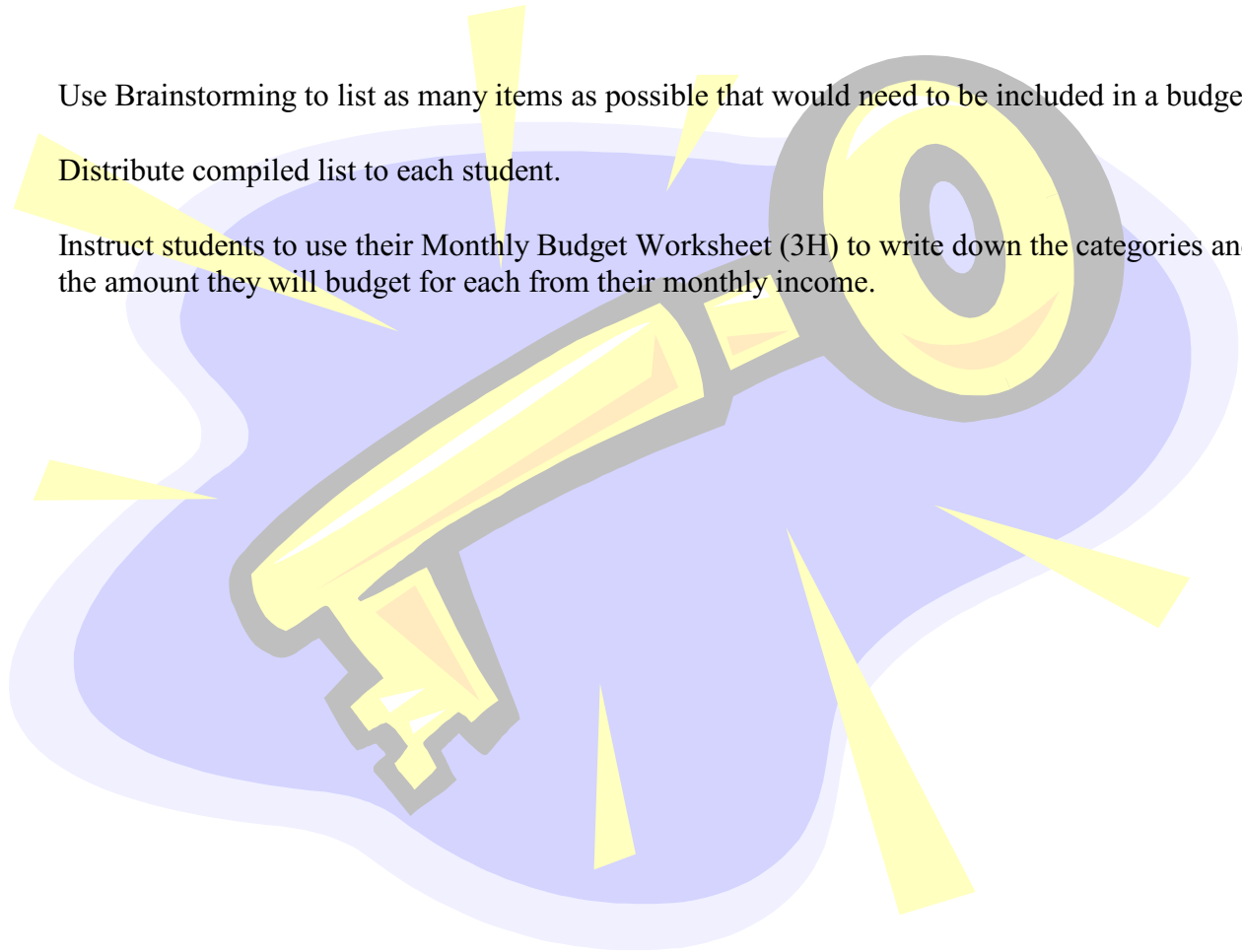
Budget Activity

Name _____

Date _____

4E

1. Use Brainstorming to list as many items as possible that would need to be included in a budget.
2. Distribute compiled list to each student.
3. Instruct students to use their Monthly Budget Worksheet (3H) to write down the categories and the amount they will budget for each from their monthly income.





Language Arts Focus

The Number of Nouns

Name _____

Date _____

4F

Read the sections on The Number of Nouns Write Source 2000, #440.1 - 440.3.

Using “A Bird With No Feathers” or “Gentleman of Rio en Medio,” list five singular nouns, five plural nouns, and three compound nouns.

Singular	Plural	Compound





Language Arts Focus

The Number of Nouns

Name _____

Date _____

4F

Read the sections on The Number of Nouns Write Source 2000, #440.1 - 440.3.
Using “A Bird With No Feathers” or “Gentleman of Rio en Medio,” list five singular nouns, five plural nouns, and three compound nouns.

Singular	Plural	Compound
<i>Answers will vary</i>		





Social Studies

Name _____

Date _____

4G

Begin Rosa Parks Video

1. Watch a portion of the recorded news show. Be sure to note how the show is structured. Newsperson introduces the story, story is shown, newsperson interviews people involved.
2. Your group will be producing a 5-10 minute video about Rosa Park's refusal to give up her seat on the bus and the Montgomery Bus Boycott.
3. Using the information you've read write a script for each of the scenes listed below:
 1. Getting on the bus and riding.
 2. Asked to move.
 3. Police take away.
 4. Boycott of bus system.
4. Your script must include what the newsperson will be saying and what action will be taking place as the scene is filmed.
5. Choose one person to be the reporter. Others will share production tasks and act as characters in the video.
6. You will have four class periods to work before filming begins.





Social Studies

Name _____

Date _____

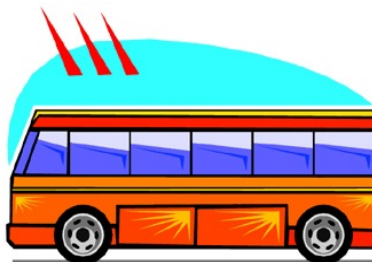
4G

Helpful Hints.

1. Record a segment of a news show like 60 Minutes or 20/20 for students to view.
2. Places to video - school bus, set up chairs as bus seats.
3. If the school has no camcorder check with parents, rent one or do activity as a skit without recording.
4. If you have a small number of students they can all be one group.

For discussion:

If you had been a white bus rider on Rosa Park's bus what could you have done to help? What do you think Jesus would have done?





Processing the Process

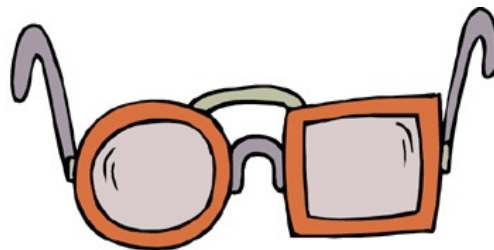
Name _____

Date _____

4H

Use *Think-Square-Share* and the following question:

Can you think of any situations (world, nation, community, church, school, home) where Christ-Like Quality “accepting differences” would possibly help solve a conflict?





Student Assignment Sheet

Lesson 5

“Seeing yourself as you want to be is the key to personal growth.”

—Anonymous

Assignment Code	Assignment Description	Date Due	Done	Portfolio
Opening Slate	What is a current news story where an individual was treated unfairly?	Lesson 5		
MC-5A	MUGS	Lesson 5		
MC-5B	CLQ: Being Responsible	Lesson 5		
MC-5C	Citizenship: Concept Attainment, Gerund and Websites	Lesson 5		
MC-5D	Community Experience	Lesson 5		
MC-5E	Social Studies: Rosa Parks Video	Lesson 8		
MC-5F	HOM	Lesson 5		
MC-5G	Journal	Lesson 5		





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

5A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

I believe we are hear on planet earth too live grow up and do what we can two makes this world a better place four all people to enjoy

—rosa parks

Advance Activity:

Underline each pronoun in the above sentence.





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

5A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

I believe we are hear on planet earth too live grow up and do what we can two makes this world a better place four all people to enjoy

—rosa parks

Advance Activity:

Underline each pronoun in the above sentence.

Answer:

“I believe we are here on planet earth to live, grow up, and do what we can to make this world a better place for all people to enjoy freedom.”

—Rosa Parks





Christ-Like Quality

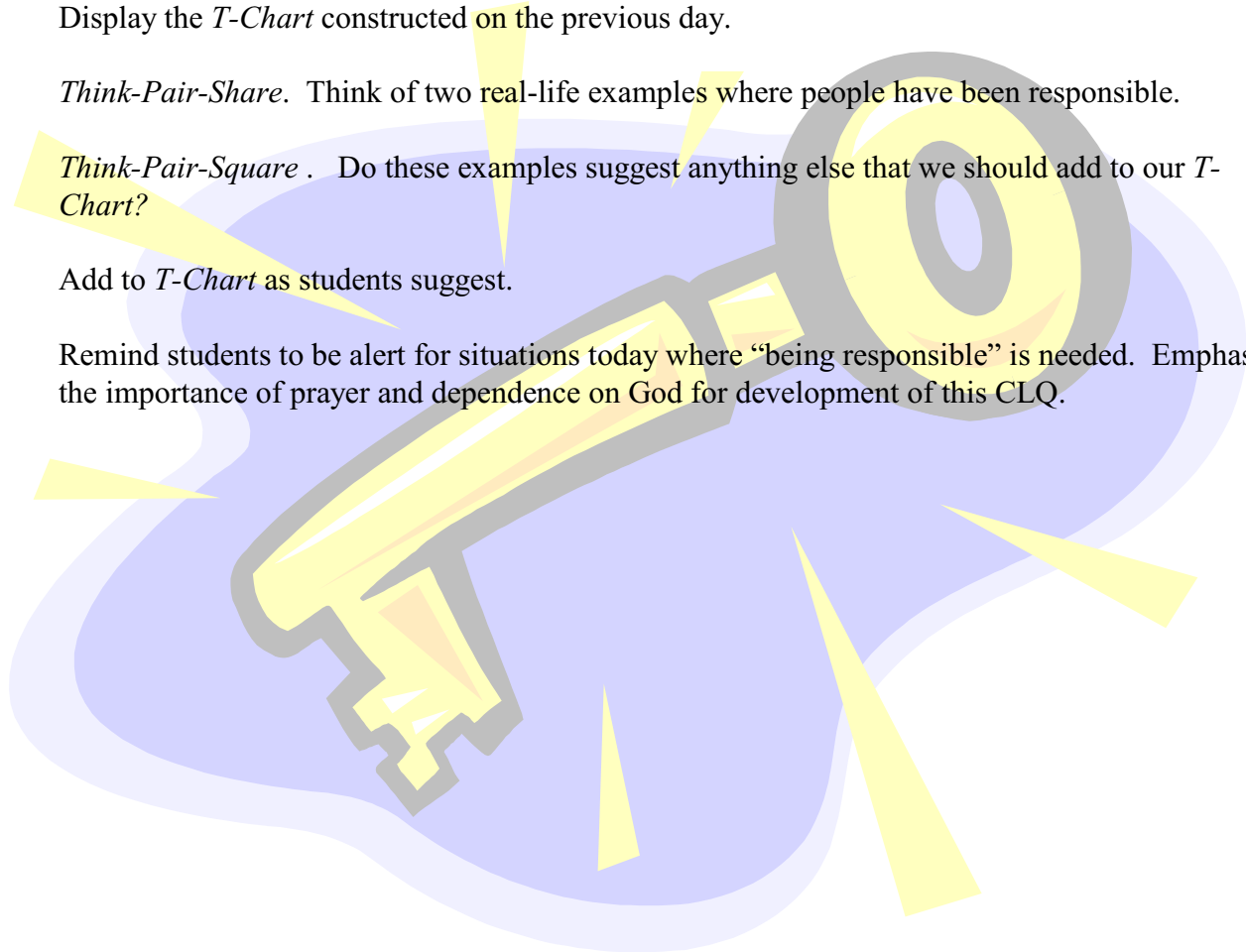
Being Responsible

Name _____

Date _____

5B

1. Display the *T-Chart* constructed on the previous day.
2. *Think-Pair-Share*. Think of two real-life examples where people have been responsible.
3. *Think-Pair-Square*. Do these examples suggest anything else that we should add to our *T-Chart*?
4. Add to *T-Chart* as students suggest.
5. Remind students to be alert for situations today where “being responsible” is needed. Emphasize the importance of prayer and dependence on God for development of this CLQ.





Concept Attainment

Citizenship

Name _____

Date _____

5C

Follow Concept Attainment procedure.

Concept: Citizenship

Critical elements: Responsible involvement for the betterment of the community or country.

- voting (+)
- throwing a candy wrapper out of the car window (-)
- volunteering to help in a homeless shelter (+)
- washing the dinner dishes (-)
- serving food in a soup kitchen (+)
- putting aluminum cans in the trash with the food scraps (-)
- picking flowers for Mother's Day from the state park (-)
- shoveling snow off the sidewalk on your street (+)
- voting for the Republican candidate because your friends/parents did (-)
- researching to find out which political candidate upholds your values (+)
- donating clothing to a disaster relief agency (+)
- paying taxes (+)
- throwing your gum in the street (-)
- participating in a walk-a-thon to raise money for the pathfinder camporee (-)
- picking up trash along a highway (+)
- hanging on the basketball net in the park (-)
- participating in a walk-a-thon to raise money for American Heart Association (+)
- speaking out about concerns that affect the community (+)
- writing your name on the bathroom stall (-)
- running for a political office (+)
- taking cookies to your neighbor (+)
- raking leaves for an elderly person (+)





Citizenship

Gerund and Websites

Name _____

Date _____

5C-a

1. Briefly point out that all the beginning words for the exemplars and non-exemplars were verb forms which ends in -ing and can be used as nouns. A verb form which ends in -ing and is used as a noun is called a gerund. Students can distinguish gerunds from verbs by asking the question “What...?”

Examples:

- Voting is a way to uphold your values. (The noun voting is the subject. What is a way to uphold your values? - voting.)
- Paying taxes demonstrates good citizenship. (The noun paying is the subject. What demonstrates good citizenship? - paying.)
- You should quit littering. (The noun littering is the direct object. What should you quit? - littering.)

2. Students are to choose 8 phrases from 5C. Write each phrase as a sentence which contains a gerund. Underline each gerund.
3. Responsible Citizenship – Things happen because someone takes responsibility. Laws and other services can be traced back to one person or a small group of people who decide there is a need then take action to help meet the need. Often citizens are urged into action because of a traumatic event that has happened to them or someone close to them. Other times they are compelled to action because of a need. Age does not matter - all people, regardless of age, gender, or race can make a difference.

Responsible citizens:

Speak out

Pay Taxes

Get involved

Vote

Use website handout (5C-b) to find several ways people have attempted to meet needs in our communities. (5th and 6th chooses 1; 7th and 8th choose 2.) Find out the answers to the questions below. (Each student should choose different websites.)

Who: Who was responsible for initiating the action?

Why: What was the need and if possible, what prompted the need?

What: What did the person or persons do to get involved. What was the outcome?





Citizenship Websites

Name _____

Date _____

5C-b

Mothers Against Drunk Driving (MADD)	www.madd.org
Students against Destructive Decisions (SADD)	www.geocities.com/capitolhill/lobby/2775
Student Lifeline	www.student-lifeline.com
FDR and the National Park System	www.academic.marist.edu/fdr/fdrintro.htm www.academic.marist.edu/fdr/fdrtime.htm www.fdr.net www.nscds.pvt.k12.il.us/nscds/us/apuhist/roosvelt/time.html
Megan's Law	www.state.nj.us/lps/megannm.htm www.ncasa.org
Great Kids www.greatkids.com	www.greatkids.com/profiles/jamie - hunger www.greatkids.com/profiles/marissa.html - personal values www.greatkids.com/profiles/eric2.html - mentoring www.greatkids.com/profiles/anne2.html - peer service www.greatkids.com/profiles/teen.html - teen safety/missing teen program www.greatkids.com/profiles/frances.html - animal shelter project www.greatkids.com/profiles/katy.html - established community service program www.greatkids.com/profiles/angie.html - program for local fire/rescue/police www.greatkids.com/profiles/craig.html - children's rights lobby www.greatkids.com/profiles/lauren.html - getting generations together www.greatkids.com/profiles/cason.html - health policy www.greatkids.com/profiles/chad.html - established Doc Adopt www.greatkids.com/profiles/eric.html - shoes for needy program www.greatkids.com/profiles/amanda.html - program for kids in court www.greatkids.com/profiles/llucas.html - program to assist shelter for abused/neglected kids – her own website: www.scsn.net/users/kidsact/kidsact.htm





Community Experience

Service Options and Sources

Name _____

Date _____

5D

1. This is the first step in finding a community service in which the students can be involved.
2. Brainstorm to answer the following questions:
 - What community services are available in the community?
 - Where might you check to find community service organizations that are operating in the community?
3. Bridge statement: "We are going to use the phone book to find information on how to get in touch with these organizations."

Community Service Organizations - samples

1. YMCA
2. YWCA
3. Big Brothers/Big Sisters
4. Red Cross
5. Adventist Disaster Relief Agency is another service organization. The conference office directory or *Seventh-day Adventist Yearbook* will provide information on ADRA.





Reading a Telephone Book

Name _____

Date _____

5D-a

1. Show phone book and the three colors of pages.
2. *Think-Square-Share.* Fill in Venn diagram (5D-b) to show how the pages are alike and different.
3. Model using the phonebook to find information on Reading a Telephone book (5D-c.)
4. Students practice finding information on “Looking for Answers” (5D-d) individually. When they have located an answer, they find someone else who has also found an answer to the same question. They compare answers, and if both are the same, they check each other off.



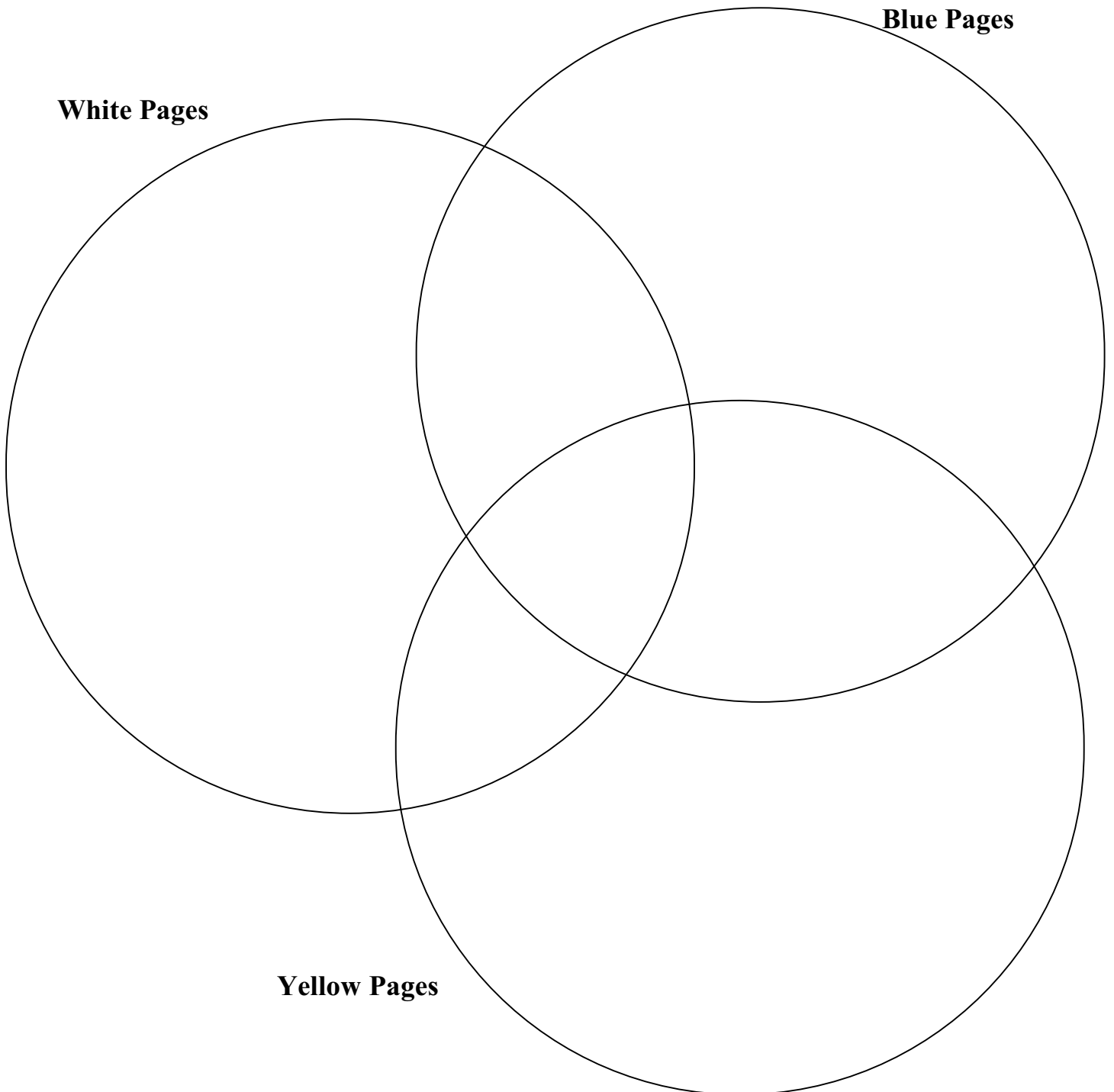


Using a Telephone Book

Name _____

Date _____

5D-b





Reading a Telephone Book

Name _____

Date _____

5D-c

An organization about the environment

1. What key words will you look for?

2. In what color pages will you look? Why?

_____ White	_____
_____ Blue	_____
_____ Yellow	_____

3. What do you remember about finding entries in phone books?





Reading a Telephone Book

Name _____

Date _____

5D-c

An organization about the environment

1. What key words will you look for?

Environmental

Conservation

Ecological

2. In what color pages will you look? Why?

Answers will vary.

_____ White _____

_____ Blue _____

_____ Yellow _____

3. What do you remember about finding entries in phone books?

Possible responses:

Alphabetical order, guide words listed by topic, name, location depending on color, etc.





Looking for Answers

Name _____

Date _____

5D-d

1. Obtain the number for an animal shelter in your county.

2. Write the number for the Red Cross.

3. List the phone number and address of a hospital in your area.





Social Studies

Rosa Parks Video

Name _____

Date _____

5E

Work on script for video.





Habits of Mind

Begin with the End in Mind

Name _____

Date _____

5F

Have the students take a deep breath, close their eyes and slowly begin to relax their muscles from the top of the head to the bottom of their feet.

Tell the students to imagine that it is one year from now, and they are opening the door to a school and walking down the hallway. As they peer through a window into a classroom they notice someone who looks familiar. Silently they open the door and see that the person looks a lot like they do. In fact, they are that person - one year in the future.

Turn-to-a-Neighbor. What do you look like? What are you feeling? What have you done over the last year? Are you happy? What are you good at now? Do you like what you see?

Tell the students that looking at themselves in a year, gives clues to what is important to them today. They have started to “begin with the end in mind.”





Journal

Name _____

Date _____

5G

The teacher should choose from the journal options. (Appendix)





Student Assignment Sheet

Lesson 6

“Dost thou love life? Then do not squander time, for that is the stuff life is made of.”

–Benjamin Franklin

Assignment Code	Assignment Description	Date Due	Done	Portfolio
Opening Slate	Name 3 community agencies available in your community.	Lesson 6		
MC-6A	MUGS	Lesson 6		
MC-6B	Language Arts Focus: Telephone Courtesy Dilemma and Pronouns	Lesson 6		
MC-6C	Literature Circle Response and Reading Log Check	Lesson 6		
MC-6D	HOM	Lesson 6		
MC-6E	Social Studies: Rosa Parks Video	Lesson 8		
MC-6F	Cause and Effect Activity	Lesson 6		
MC-6G	Processing the Process	Lesson 6		





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

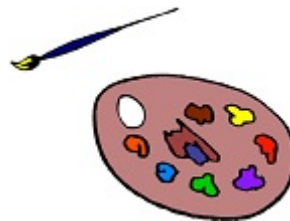
6A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

servng is speaking too the heart helping are painting two the mind

Advance Activity:

Underline the gerunds in the above sentence.





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

6A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

serving is speaking too the heart helping are painting two the mind

Advance Activity:

Underline the gerunds in the above sentence.

Answer:

Serving is speaking to the heart; *helping* is painting to the mind.





Language Arts Focus

Telephone Courtesy Dilemma and Pronouns

Name _____

Date _____

6B

1. Use Dilemma with *Think-Pair-Share* to get student responses to the following dilemma:

- You are at home and have just finished a wonderful evening meal with your family. You are still sitting around the table talking with your family when the phone rings, and you answer it. It is a classmate whom you do not particularly enjoy talking to, especially when they call every night and rattle on and on about things you are not interested in. You want to treat them respectfully, but you don't want them to keep calling because you have other things you need to do.

STOP

What do you say? How do you use Christian courtesy in dealing with your classmate?

- You ordered some clothes by phone from a catalog. When you receive your order, you discover that they sent you one wrong item. You ordered a certain item, but they sent you another and charged you for a more expensive one. You call the company and tell the salesperson what has happened. The salesperson brings up your order on the computer and says rudely that you did order the more expensive item. She insists that it is not their problem and that you must keep the item because it has been discontinued and the sale was final. You know you did not order the item they sent and that the company guarantees satisfaction or your money back, but the salesperson will not listen and is getting more hostile by the second.

STOP

- What do you say? How do you get the salesperson to treat you respectfully? How do you use Christian courtesy in dealing with the salesperson?

2. Read the section on Pronouns. Write Source 2000, #441.4 - 443.2.

3. Read the paragraphs in #1. Underline each pronoun and label it S, P, or O for Subject pronoun, Possessive pronoun, or Object pronoun.





Language Arts Focus

Telephone Courtesy Dilemma and Pronouns

Name _____

Date _____

6B

1. Use Dilemma with *Think-Pair-Share* to get student responses to the following dilemmas:

- S* You are at home and have just finished a wonderful evening meal with *P* your
S family. You are still sitting around the table talking with *P* your family when the
S phone rings, and you answer *O* it. *S* It is a classmate whom you do not particularly
S enjoy talking to, especially when they call every night and rattle on and on about
O things you are not interest in. *S* You want to treat *O* them respectfully, but *S* you don't
O want them to keep calling because *S* you have other things *S* you need to do.

STOP

What do you say? How do you use Christian courtesy in dealing with your classmate?

- S* You ordered some clothes by phone from a catalog. *S* When *P* you receive *P* your
S order, you discover that *S* they sent *O* you one wrong item. *S* You ordered a certain
S item, but *O* they sent *O* you and charged *O* you for a more expensive one. *S* You call the
P company and tell the salesperson what has happened. *S* The salesperson brings up
S your order on the computer and says rudely that *S* you did order the more expensive
S item. *O* She insists that *P* it is not *S* their problem and that *S* you must keep the item
O because *S* it has been discontinued and the sale was final. *S* You know *O* you did not
S order the item *P* they sent and that the company guarantees satisfaction or *P* your
money back, but the salesperson will not listen and is getting more hostile by the
second.

STOP

What do you say? How do you get the salesperson to treat you respectfully? How do you use Christian courtesy in dealing with the salesperson?





Literature Circle

5th and 6th *Life Reading Series* Level 12
“A Bird with No Feathers” p. 83-94

7th and 8th *Life Reading Series* Level 14
“Gentleman of Rio en Medio” p. 29-31

Name _____

Date _____

6C

1. Students are organized into groups by their reading level. Groups should have no more than four members and no fewer than three.
2. The Discussion Director (the person with the earliest birthday in the calendar year) will briefly review the reading from the week. Other members may feel free to make comments. The other roles should be determined in continuing chronological order:
 Second earliest birthday - Literary Luminary,
 Next - Connector
 Next - Illustrator.
3. The first ten minutes should be spent preparing your Role Sheet. (Appendix)
4. Group members will gather together and the Discussion Director will lead a twenty-minute discussion on the reading. The Discussion Director will work in conjunction with the Literary Luminary who will add to the discussion by sharing important passages - **read directly from the reading.**
5. Each student will then individually, complete the Literature Circle Response Sheet (6C-a)
6. **Reading Log Check.**





Literature Circle Response

5th and 6th *Life Reading Series* Level 12
“A Bird with No Feathers” p. 83-94

7th and 8th *Life Reading Series* Level 14
“Gentlemen of Rio en Medio” p. 29-31

Name _____

Date _____

6C-a

Each student will respond individually to the following questions:

1. Two lines worth rereading.

2. Why are they worth rereading?

3. Summarize the story by telling each event in the order it happened. Then write one or two sentences telling the main idea of the story.

4. A quotable quote from the reading.

5. Our unit theme is about choices. Name two choices made by someone in the story.





Literature Circle Response

Name _____

Date _____

6C-a

5th and 6th “A Bird with No Feathers”

1. Two lines worth rereading. *Answers will vary*
2. Why are they worth rereading? *Answers will vary*
3. Summarize the story by telling each event in the order it happened. Then write one or two sentences telling the main idea of the story.
A young girl watches missionaries arrive in her village. She helps them by carrying their things and answering their questions. She gets to know and like them. She is injured and they help her get medical care. She becomes a Christian. Main Idea: A young girl becomes a Christian through the loving ministry of medical missionaries in her village.
4. A quotable quote from the reading. *Answers will vary*
5. Our unit theme is about choices. Name two choices made by someone in the story.
Possible responses: The young girl must choose to help and accept the foreigners, or not. She must choose to ride in an airplane to a hospital to get care, or not. She is given an opportunity to choose to accept Jesus, or not.

7th and 8th “Gentlemen of Rio en Medio”

1. Two lines worth rereading. *Answers will vary*
2. Why are they worth rereading? *Answers will vary*
3. Summarize the story by telling each event in the order it happened. Then write one or two sentences telling the main idea of the story.
Americans want to buy land from a Mexican man. They offer him a price which he accepts. They have the land surveyed and there is twice as much land as they thought. They offer him more money but he refuses because he had already agreed to the offer. When the Americans move in, children continue to play in the trees. When the Americans complain, the former owner says he gave the children the trees, so he couldn't sell them. The Americans go to each family and buy the trees, even though they believed they bought them with the land. Main Idea: An American family and an elderly Mexican man negotiate the sale of the man's land. He acts honorably when there is a mistake, then the Americans act honorably when there is a misunderstanding.
4. *Answers will vary.*
5. *Don Anselmo must choose to accept the additional money or not. The Americans must choose how to handle the children continuing to play in the trees on the property they bought.*





Habits of Mind

Begin with the End in Mind

Name _____

Date _____

6D

Pairs. Think of things that you do everyday. What are some things that you do so automatically that you don't even think about it ahead of time. (Do you plan before you get out of bed in the morning exactly how you are going to brush you teeth? Do you imagine whether you will start with the top or bottom teeth? From the left or right?)

Now think of an activity that would be a disaster if there wasn't a specific idea of how it would turn out. (If you tell your friend in total excitement that you are going to buy her a terrific present for her birthday in three months - but you don't save money for the present, your parents won't give you the money. What will happen when you show up at her birthday without a present?) How does this situation illustrate beginning with the end in mind?

Draw a cartoon with at least three scenes. Illustrate an event of a person who does or does not begin with the end in mind. Make the cartoon humorous while still showing the concept of beginning with the end in mind.





Social Studies

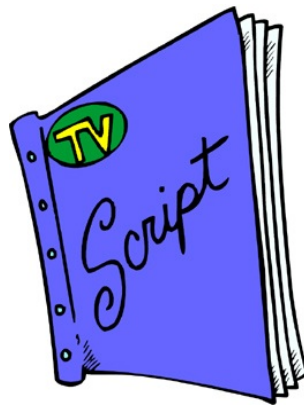
Rosa Parks Video

Name _____

Date _____

6E

Work on script for video.





Cause and Effect Activity

Name _____

Date _____

6F

- Define “cause” and “effect” by giving two examples of each.
 - Having spent all his money on a Play Station, John has to skip summer camp.
cause effect
 - Jane didn’t have to pay interest when she bought a stereo because she paid cash.
cause effect
- Explain to students that most human actions can be viewed from a “cause/effect” point of view. From this perspective, effects are human actions and causes (reasons for taking certain actions) could be personal values.
- Use a combination of *Think-Square-Share* and *Ranking* techniques. Present Scenario A (6F-a).
 - Ask individuals to *Rank* according to the following starter: “Based on the actions in this scenario, what does this person think is important? This person values...” Provide these options: family, friends, pleasure, things, money, wants, real needs.
 - For *Square* time, ask students to compare ranking in groups. Ask the reporter from each group to *Share* with the rest of the class a summary of their group discussion.
- Use step 3 above with Scenario B (6F-b).
- Emphasize the point made in step 2.
- Extension for grades 7 & 8: Write a scenario similar to the two used in this lesson. Students should clearly identify the underlying values (causes) they are trying to portray and the choices (effect) that result.





Scenario A

Name _____

Date _____

6F-a

Rebecca has been saving three months for an Erin Bear (Beanie Baby). She finally has the amount she needs to purchase it. At the mall she notices a display for the Make-A-Wish Foundation. She reads about a little boy who is dying from a brain tumor who wishes to visit his grandmother in Costa Rica before he dies. Rebecca walks into the card store and purchases Erin Bear.





Scenario B

Name _____

Date _____

6F-b

Rebecca has been saving three months for an Erin Bear (Beanie Baby). She finally has the amount she needs to purchase it. At the mall she notices a display for the Make-A-Wish Foundation. She reads about a little boy who is dying from a brain tumor who wishes to visit his grandmother in Costa Rica before he dies. Rebecca talks to the representative and donates some of her money to Make-A-Wish.





Processing the Process

Name _____

Date _____

6G

Think-Square-Share and respond to the following.

Did you need to use being responsible at any time today? When? Why? Can you think of examples from your life when you needed to be responsible?





Student Assignment Sheet

Lesson 7

“The education of the will is the object of our existence.”

—Ralph Waldo Emerson

Assignment Code	Assignment Description	Date Due	Done	Portfolio
Opening Slate	Describe a situation where you can demonstrate courtesy while on the phone.	Lesson 7		
MC-7A	MUGS	Lesson 7		
MC-7B	CLQ: Being Responsible	Lesson 7		
MC-7C	Language Arts Focus: Possessive Pronouns	Lesson 7		
MC-7D	Community Experience: Data Bank	Lesson 7		
MC-7E	Science: Cause/Effect	Lesson 7		✓
MC-7F	HOM	Lesson 7		
MC-7G	Social Studies: Rosa Parks Video	Lesson 8		
MC-7H	Journal	Lesson 7		





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

7A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

let you're conscience bee you guide

–jiminy cricket

Advance Activity:

Underline the possessive pronouns in the sentence above. Rewrite the sentence three times. Each time, replace the pronouns with a possessive noun and a possessive pronoun.

Example: Let the student's conscience be her guide.





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

7A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

let you're conscience bee you guide

–jiminy cricket

Advance Activity:

Underline the possessive pronouns in the sentence above. Rewrite the sentence three times. Each time, replace the pronouns with a possessive noun and a possessive pronoun.

Answer:

“Let your conscience be your guide.”

–Jiminy Cricket





Christ-Like Quality

Name _____

Date _____

7B

1. *Continuum.* Label the two ends of the continuum “Effective” and “Ineffective.” Have students respond: “My use of being responsible was effective/ineffective.”
2. After “think time,” students move to the position on the continuum that represents their answer.
3. Students explain their responses to a partner.
4. *Random Call.* Students share what they discussed.





Language Arts Focus

Possessive Pronouns

Name _____

Date _____

7C

Read Genesis 39:1-5. Rewrite these verses in first person, present tense, replacing the name “*Joseph*” with personal pronouns such as *I* or *me*. After writing the verses, go back and underline the possessive pronouns you used.





Community Experience

Community Service Data Bank

Name _____

Date _____

7D

The task in this lesson is to enter names and addresses into the contact list.

- ◆ Run Outlook 97 and select a profile.
- ◆ Once the program screen pops up click on the CONTACT icon on the left side of the screen. It looks like a Rolodex.
- ◆ Move your cursor to the file menu and click your left mouse button.
- ◆ Select “new” and then “contact” to the right.
- ◆ Fill in all the information for one community experience contact.
- ◆ Notice the other tabs: general, details, journal, etc. that can be used.
- ◆ Under the general tab you will see a categories box at the bottom. Select the appropriate categories by clicking the left mouse button. (In the beginning you will need to add in several categories, such as, Health, Children, Environment, Animals, Homeless, Elderly, etc.)
- ◆ The largest box towards the bottom is for notes. This is where you can type services you can provide such as: raking leaves, donating blankets, etc.
- ◆ Once the information is entered click the icon at the top left corner that says, “Save and Close.”
- ◆ Fill out other cards following the above procedure.

To Search your cards:

- ◆ To find words or phrases select the top right icon that has a tiny magnifying glass on it. When you move your cursor over you will see, “Find Item.”
- ◆ Make sure the “Look for” box says “Contacts.”
- ◆ Type the word or phrase in “Search for the word(s).”
- ◆ Next click the down arrow in the “In” box and select, “frequently used text fields.”
- ◆ Click “Find Now.”





Science

Cause/Effect

Name _____

Date _____

7E

1. Use *Mix-n-Match* technique. Distribute Cause and Effect Data Sheet (7E-a) These statements are taken from Explore God's Creation, p. 318 and Resource Book for Explore God's Creation p. 299.
2. Extension for grades 5 & 6: Have students choose six of the completed items. Students write the statements on paper, underline the cause and circle the effect.
3. Extension for grades 7 & 8: Have students choose six of the items from the above activity and rewrite with a positive view.

Example for #1: By exercising carefully, Jim did not get injured.





Science

Cause and Effect Data

Name _____

Date _____

7E-a

Cause and Effect - Match the first half of the statements to the second half to see how choices create effects.

1.	By exercising too strenuously, Jim ...	a.	wear his helmet.
2.	Serious injury was avoided by the passenger who chose to ...	b.	he never chose to stop smoking.
3.	Tom sustained cranial damage in his accident because he did not ...	c.	high-fat diet.
4.	Exercise and fresh air increased Nathan's ...	d.	took a dare and sniffed some strong smelling chemicals.
5.	Alan got skin cancer later in life because he never ...	e.	injured his back and had to lie in bed for three days.
6.	Alyce's doctor linked her colon cancer to a ...	f.	dived off the bridge into the river.
7.	Jose has lung cancer because ...	g.	protected himself from excessive sunshine.
8.	Paralyzed from the waist down. David now wished he had never ...	h.	wear her safety belt.
9.	Marissa was wearing her seat belt but was killed when ...	I.	a drunk driver hit her car.
10.	Sally, only five years old, has severe breathing proms because ...	j.	health and physical fitness.
11.	Both Mrs. Jone's boys were born two months premature because ...	k.	feel so tired in the afternoon and evening.
12.	Jason is doing better in high school now that he ...	l.	she smoked during both pregnancies.
13.	Drinking 8 to 12 glasses of water every day has helped Bob not ...	m.	the mother drank alcohol every day.
14.	Sean passed out at a party because he ...	n.	her mother smokes.
15.	The newborn baby had birth defects because...	o.	is eating a better diet and getting more sleep.





Science

Cause and Effect Data

Name _____

Date _____

7E-a

Cause and Effect - Match the first half of the statements to the second half to see how choices create effects.

<i>e</i>	1.	By exercising too strenuously, Jim ...	a.	wear his helmet.
<i>h</i>	2.	Serious injury was avoided by the passenger who chose to ...	b.	he never chose to stop smoking.
<i>a</i>	3.	Tom sustained cranial damage in his accident because he did not ...	c.	high-fat diet.
<i>j</i>	4.	Exercise and fresh air increased Nathan's ...	d.	took a dare and sniffed some strong smelling chemicals.
<i>g</i>	5.	Alan got skin cancer later in life because he never ...	e.	injured his back and had to lie in bed for three days.
<i>c</i>	6.	Alyce's doctor linked her colon cancer to a ...	f.	dived off the bridge into the river.
<i>b</i>	7.	Jose has lung cancer because ...	g.	protected himself from excessive sunshine.
<i>f</i>	8.	Paralyzed from the waist down. David now wished he had never ...	h.	wear her safety belt.
<i>I</i>	9.	Marissa was wearing her seat belt but was killed when ...	I.	a drunk driver hit her car.
<i>n</i>	10.	Sally, only five years old, has severe breathing proms because ...	j.	health and physical fitness.
<i>l</i>	11.	Both Mrs. Jone's boys were born two months premature because ...	k.	feel so tired in the afternoon and evening.
<i>o</i>	12.	Jason is doing better in high school now that he ...	l.	she smoked during both pregnancies.
<i>k</i>	13.	Drinking 8 to 12 glasses of water every day has helped Bob not ...	m.	the mother drank alcohol every day.
<i>d</i>	14.	Sean passed out at a party because he ...	n.	her mother smokes.
<i>m</i>	15.	The newborn baby had birth defects because...	o.	is eating a better diet and getting more sleep.





Habits of Mind

Begin with the End in Mind

Name _____

Date _____

7F

Trevor had lots of ideas and tons of energy. Daily his classmates would be subjected to his energy and ideas as he thought of creative ways to send missiles flying through the air with simple classroom materials. He did whatever popped into his head if he thought he could get away with it. At night, his homework wouldn't even make it out of his book bag while he played computer games late into the night. Eventually he became angry because his mom kept bugging him about his grades and his teacher complained about his work not being turned in.

His parent's were going through a messy divorce and arguing for custody of him and his sister. When he wrote in his journal at school, the only good parts of the day were lunch, recess and playing video games at night. Unfortunately, he was getting so angry during recess that he would sometimes hurt other students while he was playing. It didn't take long before his time to play video games was taken away because his work wasn't getting done.

One day his teacher gently asked, "Is this who you want to be?"

Trevor stared at the carpet, his pen tapping erratically on his desk. Shrugging his shoulders, he said nothing.

Turn-to-a-Neighbor. Why should Trevor care about the question his teacher asked?

Here are two arguments for taking the question seriously. "The first is that you are at a critical crossroads in your life, and the paths you choose now can affect you forever. The second is that if you don't decide your own future, someone else will."

Turn-to-a-Neighbor. Which one of these ideas make the most sense to you?



Taken from The 7 Habits of Highly Effective Teens by Sean Covey





Social Studies

Rosa Parks Video

Name _____

Date _____

7G

Finish work on video. We will film tomorrow.





Journal

Name _____

Date _____

7H

If you could add one community service to your area, what would it be? Why do you think this service is important?





Student Assignment Sheet

Lesson 8

“The man who makes no mistakes does not usually make anything.”

–Edward Phelps

Assignment Code	Assignment Description	Date Due	Done	Portfolio
Opening Slate	Give an example of a cause/effect situation	Lesson 8		
MC-8A	MUGS	Lesson 8		
MC-8B	CLQ: Pacing Group Work	Lesson 8		
MC-8C	Directed Reading - Vocabulary, Reading Questions 5 th and 6 th <i>Life Reading Series</i> Level 11, “The Contract” pages 79-87. 7 th and 8 th <i>Life Reading Series</i> Level 11, “Song Without Words” pages 42-57.	Lesson 8		
MC-8D	Financial Simulation	Lesson 9		
MC-8E	Spreadsheet: M and M’s	Lesson 8		
MC-8F	Valuing Activity	Lesson 8		
MC-8G	Language Arts Focus: Appositives	Lesson 8		
MC-8H	Social Studies: Film Rosa Parks	Lesson 8		
MC-8I	Processing the Content	Lesson 8		

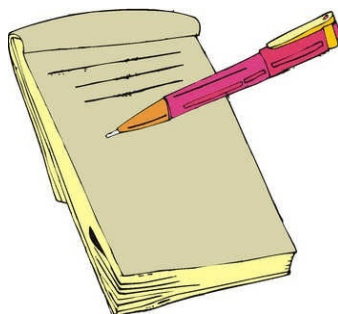
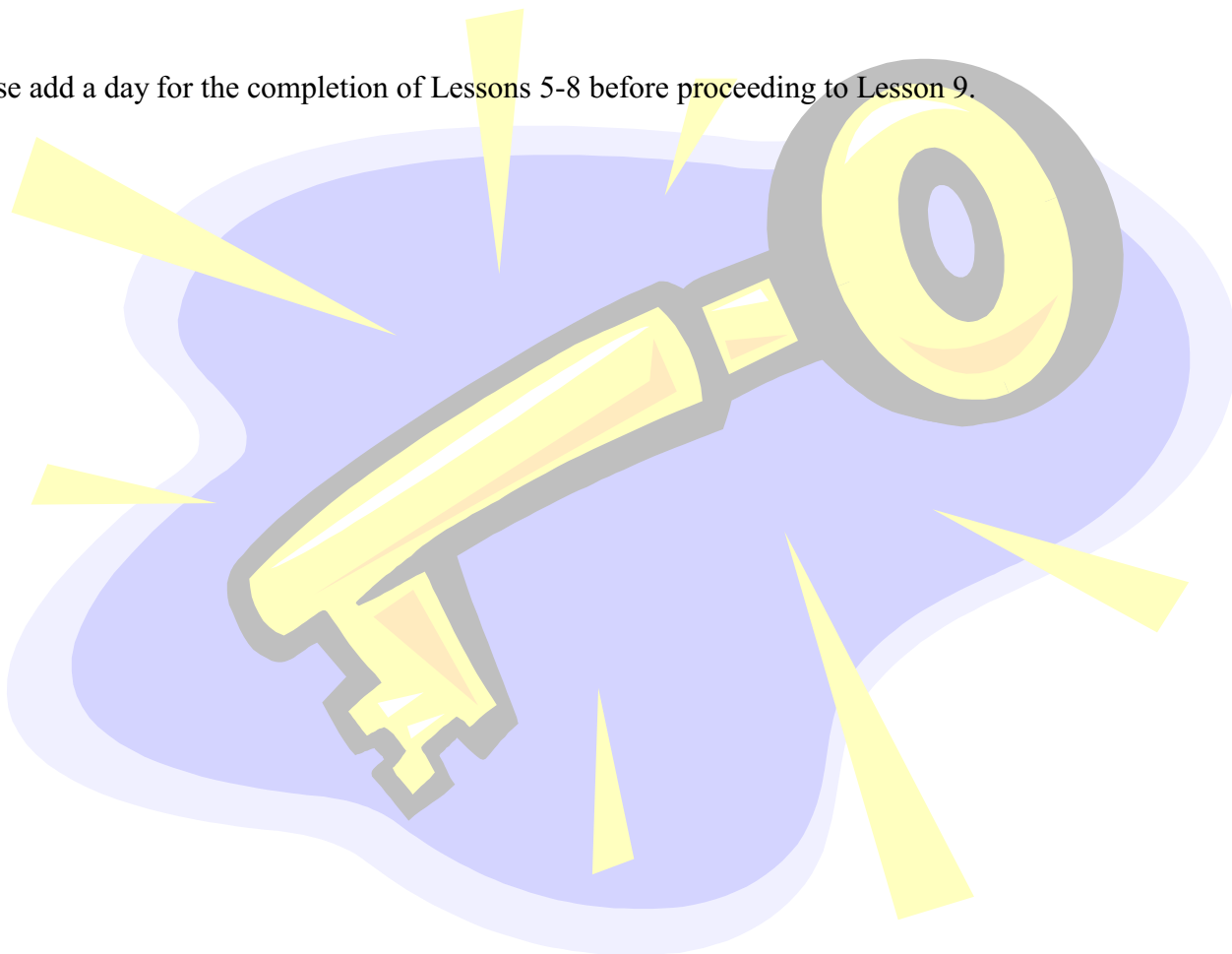




Student Assignment Sheet

Lesson 8

Please add a day for the completion of Lessons 5-8 before proceeding to Lesson 9.





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

8A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

clara barton the angel of the battle field will be the founder of the american red cross

Advanced Activity:

Underline the appositive in the above sentence.





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

8A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

clara barton the angel of the battle field will be the founder of the american red cross

Advanced Activity:

Underline the appositive in the above sentence.

Answer:

Clara Barton, the "Angel of the Battlefield," was the founder of the American Red Cross.





Christ-Like Quality Introduction

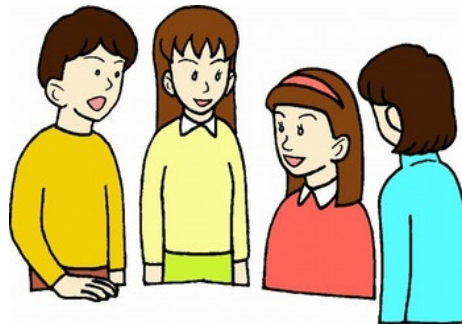
Pacing Group Work

Name _____

Date _____

8B

1. *Think-Square-Share* – Define “pacing group work.”
2. Give at least one example of this skill from the ministry of Christ. Extend by giving other Biblical and/or current examples of “pacing group work.”
3. Have each student create a *T-Chart* for “pacing group work.”
4. Post *T-Chart* and encourage students to focus on opportunities to use this Christ-Like Quality.





Directed Reading

5th and 6th - *Life Reading Series* Level 11, “The Contract” pages 79-87
7th and 8th - *Life Reading Series* Level 13, “Song Without Words” pages 42-57

Name _____

Date _____

8C

1. Students complete vocabulary worksheets appropriate for their level (8C-a, 8C-b).
2. Distribute the questions to guide students as they read (8C-c, 8C-d).
3. Have students read the assigned selection, completing the question sheets.
4. Use a cooperative learning strategy to have students discuss and share answers to the above questions.





Vocabulary

“The Contact”

Name _____

Date _____

8C-a

Provide the definition for the following words:

reluctantly _____

expectantly _____

surveyed _____

nudged _____

stingy _____

hesitantly _____

clutched _____

rickety _____

Using the definition you have found, complete each sentence with the correct word.

1. Pete was not eager to do so, but he _____ handed Rick’s glove back to him.
2. The boys turned _____ to Pete; they looked forward to having him talk with Mrs. Barton.
3. The boys _____ or pushed lightly against Pete as they _____ the situation.
4. The _____ steps to Mrs. Barton’s house were old and shaky.
5. At first the boys thought Mrs. Barton was _____, but then they realized she didn’t have any money.
6. Mrs. Barton _____ Pete’s \$10,00; she held it tightly.
7. Pete was undecided when he saw his grandmother’s tears, he entered her room _____.





Vocabulary

“The Contact”

Name _____

Date _____

8C-a

Provide the definition for the following words:

reluctantly _____

expectantly _____

surveyed _____

nudged _____

stingy _____

hesitantly _____

clutched _____

rickety _____

Using the definition you have found, complete each sentence with the correct word.

1. Pete was not eager to do so, but he reluctantly handed Rick’s glove back to him.
2. The boys turned expectantly to Pete; they looked forward to having him talk with Mrs. Barton.
3. The boys nudged or pushed lightly against Pete as they surveyed the situation.
4. The rickety steps to Mrs. Barton’s house were old and shaky.
5. At first the boys thought Mrs. Barton was stingy, but then they realized she didn’t have any money.
6. Mrs. Barton clutched Pete’s \$10,00; she held it tightly.
7. Pete was undecided when he saw his grandmother’s tears, he entered her room hesitantly.





Vocabulary

“Song Without Words”

Name _____

Date _____

8C-b

Provide the definition for the following words:

linger _____

efficient _____

virtuous _____

frustration _____

dramatic _____

response _____

Using the definition you have found, complete each sentence with the correct word.

1. Josie quickly emptied, cleaned, and replaced the pail in one _____ motion.
2. Christ had stood around for an hour and was afraid he would be late if he were to _____ much long.
3. Brenda answered the question with a quick _____.
4. _____ built up in Margaret as she got more and more angry at what the customer said.
5. Tim never lied, stole, or cheated; he is completely _____.
6. First she got a flat tire, then the chain snapped; how much more _____ could she take before she'd yell at the bike?





Vocabulary

“Song Without Words”

Name _____

Date _____

8C-b

Provide the definition for the following words:

linger _____

efficient _____

virtuous _____

frustration _____

dramatic _____

response _____

Using the definition you have found, complete each sentence with the correct word.

1. Josie quickly emptied, cleaned, and replaced the pail in one efficiently motion.
2. Christ had stood around for an hour and was afraid he would be late if he were to linger much longer.
3. Brenda answered the question with a quick response.
4. Frustration built up in Margaret as she got more and more angry at what the customer said.
5. Tim never lied, stole, or cheated; he is completely virtuous.
6. First she got a flat tire, then the chain snapped; how much more frustration could she take before she'd yell at the bike?





Reading Questions

“The Contract”

Name _____

Date _____

8C-c

1. Was it a right choice for Pete and his friends to go ahead and clean up the vacant lots without permission?

2. How did Pete feel when the ball went through Mrs. Barton’s window?

3. Identify turning points in story created by Pete’s choices.

4. Pete said he gained more than a baseball field. What did he gain?





Reading Questions

“The Contract”

Name _____

Date _____

8C-c

1. Was it a right choice for Pete and his friends to go ahead and clean up the vacant lots without permission?

Answers will vary.

2. How did Pete feel when the ball went through Mrs. Barton’s window?

Probably shocked and sorry.

3. Identify turning points in story created by Pete’s choices.

First when the boys found a lot they might be able to play on.

Second when Pete bought the contract and it was accepted.

4. Pete said he gained more than a baseball field. What did he gain?

A friend, Mrs. Barton.





Reading Questions

“Song Without Words”

Name _____

Date _____

8C-d

1. Why did Margaret agree to help Josie in the motel?

2. In what ways did Margaret’s attitude add to her problems?

3. Why did Margaret blame herself for the problem at the pool?

4. What advice did Josie give Margaret about living with her deafness?

5. How might this help Margaret to change her attitude towards herself and others?

6. Margaret realized she needed to change her attitude at the end of the story. Explain.





Reading Questions

“Song Without Words”

Name _____

Date _____

8C-d

1. Why did Margaret agree to help Josie in the motel?

She felt she owed Josie a favor for all she had done for her.

2. In what ways did Margaret’s attitude add to her problems?

Answers will vary.

3. Why did Margaret blame herself for the problem at the pool?

She had failed to read a sign and had broken a rule.

4. What advice did Josie give Margaret about living with her deafness?

Josie told Margaret not to be “dramatic” about it.

5. How might this help Margaret to change her attitude towards herself and others?

So Margaret might stop talking herself too seriously and become more comfortable with her deafness.

6. Margaret realized she needed to change her attitude at the end of the story. Explain.

Answers will vary.





Expenses Chart for Financial Simulation

Name _____

Date _____

8D

	1	2	3	4	5	6
Tithe	\$93.80	\$112.50	\$143.70	\$175.20	\$225.00	\$292.50
Housing	\$300.00	\$350.00	\$425.00	\$490.00	\$630.00	\$700.00
Utilities	\$56.00	\$67.50	\$86.00	\$100.00	\$100.00	\$100.00
Food	\$150.00	\$150.00	\$150.00	\$150.00	\$165.00	\$175.00
Transportation	\$125.00	\$135.00	\$150.00	\$175.00	\$225.00	\$300.00
Clothing	\$50.00	\$60.00	\$75.00	\$90.00	\$115.00	\$150.00
Medical	\$75.00	\$90.00	\$115.00	\$140.00	\$180.00	\$234.00
Personal	\$75.00	\$90.00	\$115.00	\$140.00	\$180.00	\$234.00
Recreation	\$50.00	\$60.00	\$75.00	\$90.00	\$115.00	\$150.00
Loans	\$0.00	\$0.00	\$0.00	\$100.00	\$100.00	\$100.00

For each child the following monthly expenses should be paid. You can simplify the process by writing one check for Child Expenses.

Per Child Expenses:

Food	\$150.00		
Tuition	\$175.00 (1 child)	\$300.00 (2 children)	\$390.00 (3 children)
Misc.	\$ 75.00 (Cat. 1-3)	\$100.00 (Cat. 4-6)	

This should bring most of the loose ends closer to being braided together. Please make this information available to your students with each paycheck that you issue. You need to check the students check registers (9D-a) with the issuance of each paycheck. It should be current and accurate. (Suggestion: randomly checking 2-3 registers for accuracy rather than attempt to check each one - but do not tell students who's will be checked they need to be accountable and have theirs ready when you call for them.) This is a piece that will be placed in the portfolio as well and you should make sure they realize that publish quality means it is correct, neat, and the best possible work they can do.





Financial Simulation

Month 1

Name _____

Date _____

8D-a

Before students can participate in this simulation, each student must have their budgets approved by the teacher. The goal is to save enough of their monthly income to participate in a mission trip by the end of the 12 months.

- Each day of this simulation, students will receive their pay checks with taxes and social security taken out. Paychecks are based on cards chosen in Lesson 3 and Table 1.

Table 1: Use the following chart to figure student monthly income:

Categories	Student annual incomes	Monthly Income	State and Federal Taxes, and Social Security removed (25%)	Net Income
1	\$15,000	\$1,250	\$312	\$938
2	\$18,000	\$1,500	\$375	\$1,125
3	\$22,980	\$1,915	\$478	\$1,437
4	\$28,020	\$2,335	\$583	\$1,752
5	\$36,000	\$3,000	\$750	\$2,250
6	\$46,800	\$3,900	\$975	\$2,925

- Each day students will receive bills for which they must write checks for payments. They will learn to write checks on Lesson 9, so they will need to pay bills for both days on Lesson 9. Bills are based on information from Table 2.





Financial Simulation

Month 1
(Continued)

8D-a

Table 2: Use the following chart to figure student monthly income:

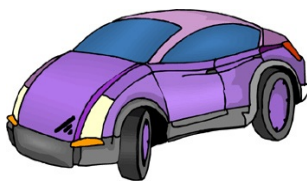
Categories	1	2	3	4	5	6
Bills						
Tithe (10%)	\$93.80	\$112.50	\$143.70	\$175.20	\$225.00	\$292.50
Housing (28%)	\$300.00	\$350.00	\$425.00	\$490.00	\$630.00	\$700.00
Utilities (6%) (electric, water, gas, phone)	\$56.00	\$67.50	\$86.00	\$100.00	\$100.00	\$100.00
Food (~10%)	\$150.00	\$150.00	\$150.00	\$150.00	\$165.00	\$175.00
Transportation (~10%)	\$125.00	\$135.00	\$150.00	\$175.00	\$225.00	\$300.00
Clothing (5%)	\$50.00	\$60.00	\$75.00	\$90.00	\$115.00	\$150.00
Medical (8%)	\$75.00	\$90.00	\$115.00	\$140.00	\$180.00	\$234.00
Personal (8%)	\$75.00	\$90.00	\$115.00	\$140.00	\$180.00	\$234.00
Recreation (5%)	\$50.00	\$60.00	\$75.00	\$90.00	\$115.00	\$150.00
Loans	\$0.00	\$0.00	\$0.00	\$100.00	\$100.00	\$100.00

In addition to these charges, they receive a bill for additional charges for each child. Use the following guidelines:

Per Child Expenses:

- Food - \$150
- Tuition - \$175
- Misc. - \$ 75 for categories 1-3, \$100 for categories 4-6
- Total: - \$400 for categories 1-3, \$425 for categories 4-6

For more than one child, multiply the total by the number of children each student has.





Financial Simulation

Month 1 (Continued)

8D-a

3. Explain that if students do not have enough money to cover their bills, they must take out a three month loan and then make payments toward it each month. Loan payments will be calculated by dividing the amount into three months and adding 18% interest on the total due.
4. Give students their paychecks and bills for January. Students will not write checks for their bills on this day. They will learn to write checks on Lesson 9.
5. Students will learn how to calculate tithe on their income. Model how to figure 10% of net income for tithe.
6. Each student will keep track of their income and expenses in their individual bank registers. Students must write their deposits and payments by check in the register (9D-a).

Materials:

- Checking account registers (9D-a)
- Bills
- Paychecks (8D-d)





Name _____

Date _____

8D-b

Name: _____ Date: _____
Address: _____

PAY TO THE ORDER OF _____

_____ Dollars

MAKE IT COUNT BANK
1234 Bank Street
Anywhere, U.S.A. 00000

Memo: _____

Name: _____ Date: _____
Address: _____

PAY TO THE ORDER OF _____

_____ Dollars

MAKE IT COUNT BANK
1234 Bank Street
Anywhere, U.S.A. 00000

Memo: _____





8D-b

Name: _____	Date: _____
Address: _____ _____	
PAY TO THE ORDER OF _____	\$ <input type="text"/>
_____ Dollars	
MAKE IT COUNT BANK 1234 Bank Street Anywhere, U.S.A. 00000	
Memo: _____	_____

Name: _____	Date: _____
Address: _____ _____	
PAY TO THE ORDER OF _____	\$ <input type="text"/>
_____ Dollars	
MAKE IT COUNT BANK 1234 Bank Street Anywhere, U.S.A. 00000	
Memo: _____	_____





Spreadsheet

M & M's

Name _____

Date _____

8E-1

Purpose of today's activities are to introduce you to the use and understanding of the spreadsheet.

Today's activities:

1. We will be doing an M&M activity that builds a "model spreadsheet" and discuss spreadsheet vocabulary. Directions are on 8E-a.
2. We will transfer the model spreadsheet data to the computer to introduce you to using a computer spreadsheet.
3. From the computer we will show you how to make charts that display data from the spreadsheet.

Rationale:

NCTM has stated that students should learn to use the computer as a tool for processing information and performing calculations to investigate and solve problems.

The activities we do today will provide an interesting way for students to systematically collect, organize, and describe data using the appropriate tool—the computer.

The M&M activity and floor spreadsheet provide a natural transition for students to learn about the computer spreadsheet. Learning to use the tool (spreadsheets) and learning to use the tool to pursue mathematical investigations can and should continue throughout the year.

Warmup:

This activity does require that each student has a bag of M&M's. So we will hand those out now. However, please do NOT open the bags yet!

In a classroom setting to really bring out the opportunity to build higher order thinking skills we should start by posing some questions as, What is in a typical bag? Can you be more specific? Do they all look the same? How many colors are there? Are there the same number of colors? Which color has more? How many total M&M's are in a typical bag?

Open a sample bag of M&M's and demonstrate what the students will be doing with their bag.

Pour out the M&M's and separate by color. Ask students to count the number of each color and find the total number of M&M's in the bag. We would compare these numbers with the student guesses.





Spreadsheet

M & M's
(Continued)

Name _____

Date _____

8E-1

Data Collection:

Students are now prepared to estimate the numbers of each color and the total number for their own bags of M&M's.

Let's begin the data collection for our model spreadsheet by having you estimate. You can record your estimates on the Data Collection Sheet (8E-b).

(Give time for class to estimate and record estimates individually.)

Let's go over the directions for the rest of the data collection now—before opening the bags of M&M's (8E-a):

1. Open your bag of M&M's.
2. Move the M&M's to form a candy histogram.
3. Count and record the actual number of each color of M&M's.
4. Record the total number of M&M's.
5. Complete the record sheet by finding the differences.
6. Use 3X5 cards record the number of each color on a separate card. (*Make the number large and dark. Be sure to include the corresponding color for the number on the BACK of the card.*)
7. Record your name in large dark letters on another 3X5 card.

Building the floor spreadsheet:

(Place column and row identifiers on the floor. Add the labels.)

Let's count off to assign each person a row number. Since my labels are in row one we will start counting at 2.

Now, place your record cards of information in the proper cells.

Let's look at the information we have on our floor spreadsheet and introduce some spreadsheet vocabulary:

- Columns go up and down.
- Rows go across.
- Where a column and row intersect is called a cell. The cell name is the column name and the row name—for example (student name) is in cell A3, (student's name)'s orange data card is found in cell E5.





Spreadsheet

M & M's
(Continued)

Name _____

Date _____

8E-1

What cell contains:

Least number of green M&M's?

Most number of red M&M's?

Least number of brown M&M's?

- ◆ You will notice that cells hold 2 different kinds of data. Some hold words and some hold numbers. The cells that hold words are called **Labels**, the cells that hold numbers are called **Values**. Cells B4, D5, E3 all have values in them whereas cells A2, A3, D1 have labels.
- ◆ The spreadsheet cannot add, subtract, multiply or divide labels, but the spreadsheet can operate on values.
- ◆ The students will prepare a spreadsheet on computer using their M&M data.





M & M Activity

Student Directions

Name _____

Date _____

8E-a

1. Open you bag of M & M's.
2. Organize M & M's to form a candy histogram.
3. Count and record the actual number of each color of M & M's.
4. Record the total number of M & M's
5. Complete the record sheet by finding the differences.
6. Use 3 X 5 cards to record the number of each color, use a separate card for each color. (Make the number large and dark. Be sure to include the corresponding color for the number on the BACK of the card.)
7. Record your name in large, dark letters on another 3 X 5 card.
8. Use your data to prepare a spreadsheet on a computer.





Date Collection Sheet

M and M's

Name _____

Date _____

8E-b

1. Estimate the colors.

green	_____	brown	_____
yellow	_____	red	_____
blue	_____	orange	_____

TOTAL _____

2. Count the colors. Circle the + or - to indicate if your actual count was greater or less than your estimated number.

green	_____	+ -	brown	_____	+ -
yellow	_____	+ -	red	_____	+ -
blue	_____	+ -	orange	_____	+ -

TOTAL _____ + -





Valuing Activity

Name _____

Date _____

8F

Story One

1. Yesterday, a big boat anchored just off shore near our home. Some noisy people with very white skin came ashore with sticks that boom and kill our animals from a long way away. I have heard about people with very white skin before. My father told me of a group of them south of here who caused no end of trouble. They killed animals, cut trees, took over land, and destroyed sacred ground. They made a lot of noise and even killed our people. I am very concerned about this arrival on our land. I don't think it's right that they think they own this land. We were here first, but we don't mind sharing. We just want them to respect us. I'm afraid we are in trouble.
2. Did you hear they just left? They have been such trouble makers. They don't want to pay taxes, and they refuse to fight in our wars to protect our lands. They surely have a lot of strange religious beliefs that go against what we've always believed. Imagine, they think that they can disobey the king, just because they think he is wrong. They say that following the king goes against their conscience, but I call it excusing their disobedience. Imagine what this world would be like if everyone did just as he pleased, just because they feel like it. It would bring disaster! And for that reason, I'm glad they are gone.
3. At last, we are free! For so long, we've been imprisoned by other's beliefs imposed on us by the king. At last we are free to worship God as we please. No more persecution! We can read and interpret the Bible for ourselves and mold our actions by the Word of God rather than the king of England. This new land we have come to is wonderful. Trees, land, and animals in abundance, and no one seems to own it. God has blessed our desire to follow Him. We have so much to be thankful for.





Valuing Activity

Name _____

Date _____

8F-a

Story Two

1. Did you see that big tent on the edge of town? Those religious fanatics are coming to town. I believe in God. I work hard, pay my taxes, and mind my own business. I am known in my community for being honest, polite, and a good citizen. I support my family with the money I earn myself. I think those people need to think about getting a regular job to support their families rather than coercing other upstanding citizens to support them with gifts and then using those gifts for sensational meetings like the one on the edge of town. You won't find me supporting this kind of behavior.
2. I just don't understand them. How can they go against what they have always believed? I don't understand how someone could be swept away by a sensational bunch of fanatics. The Methodist church has been around for over a century. We teach our children to abstain from alcohol and tobacco. We don't believe in dancing or wild music. We believe that Christ died for our sins and rose again to give us new life. Our doctrines have withstood the test of time. Just three years ago, these so called Adventists had their own doctrine about the second coming of Christ proved wrong. Now they are into something new: keeping Saturday holy. I don't believe in making any sudden changes, just based on emotion. I want my beliefs to stand the test of time. We see God's blessing on us and we keep Sunday.
3. Why don't they understand? Why do our own brothers and sisters reject us? They force us to leave the church we have grown up in because they don't accept the truth. While their rejection hurts, I must obey God rather than men. I just wish they could experience the joy I feel in keeping the seventh day Sabbath, and that is why I want to spread the good news to everyone who will listen. It is so clear to me that indeed the seventh day is the Sabbath of the Lord God. The Sabbath is packed with so much meaning. Not only does it point to God as the Creator of all things, but it is a symbol of our rest from working for our own salvation. God has called us to use our energy in spreading the gospel, and I'm glad to give my time, energy, and finances to His work. God will provide for us.

After discussing both stories, discuss the following questions: How do these scenarios relate to your values? How are your values and beliefs affected by your family, friends, and tradition?





Language Arts Focus

Appositives

Name _____

Date _____

8G

Read the section on Appositives (Write Source 2000, #392.1). After reading and discussing the Valuing Activity (8F, 8F-a), rewrite two to three sentences from each paragraph adding an appositive to each sentence. Remember to set off each appositive with commas.

Example: Yesterday, a big, boat, the Mayflower, anchored just off shore near our home.





Social Studies

Film Rosa Parks

Name _____

Date _____

8H

Today we will film your Rosa Park's video.

Homework: Read in textbook about Central High School in Little Rock, Arkansas and the “Little Rock Nine.”





Processing the Process

Name _____

Date _____

8I

- ◆ Why is it sometimes hard to pace your group work? Are there times you shouldn't? When? Speak generally rather than using specific names.

Example: "Someone may be ill and need to go home."





Student Assignment Sheet

Lesson 9

“If you don’t have time to do it right,
you must have tie to do it over.”

–Anonymous

Assignment Code	Assignment Description	Date Due	Done	Portfolio
Opening Slate	In making a spreadsheet. What is a cell?	Lesson 9		
MC-9A	MUGS	Lesson 9		
MC-9B	CLQ: Pacing Group Work	Lesson 9		
MC-9C	Language Arts Focus: Nouns TGT	Lesson 9		
MC-9D	Financial Simulation: Check Writing	Lesson 11		
MC-9E	Science: Prefect an Egg	Lesson 9		
MC-9F	HOM	Lesson 10		
MC-9G	Processing the Process	Lesson 9		



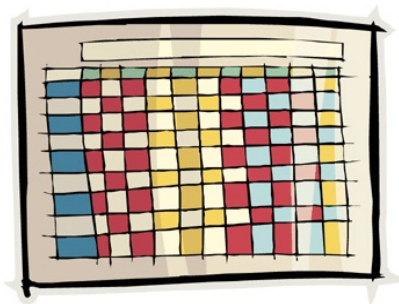
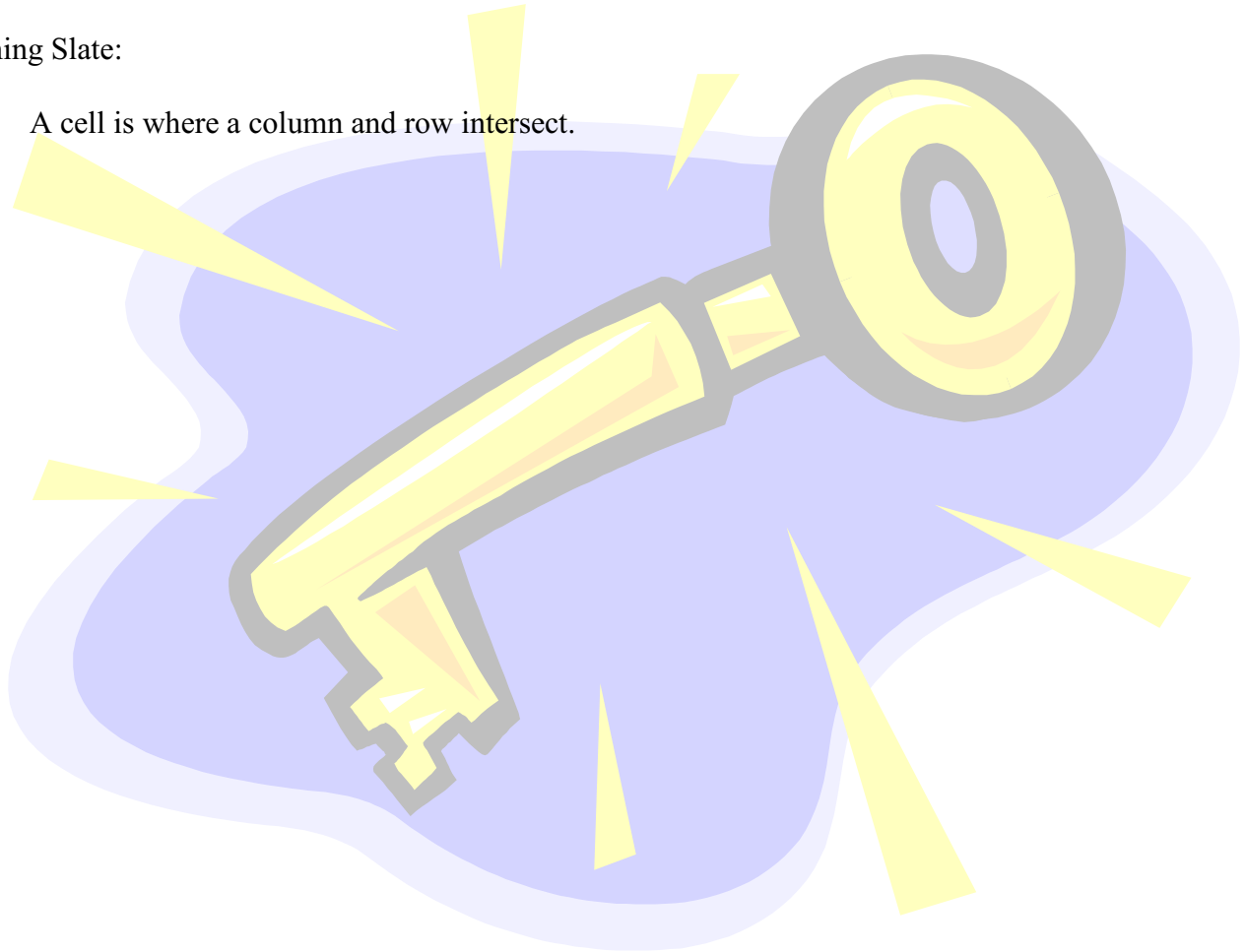


Student Assignment Sheet

Lesson 9

Opening Slate:

A cell is where a column and row intersect.





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

9A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

statistics showing that accidents are the lead cause of death or permanent injury among teenagers?

Advanced Activity:

Underline each noun in the above sentence.





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

9A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

statistics showing that accidents are the lead cause of death or permanent injury among teenagers?

Advanced Activity:

Underline each noun in the above sentence.

Answer:

Statistics show that accidents are the leading cause of death or permanent injury among teenagers.





Christ-Like Quality Introduction

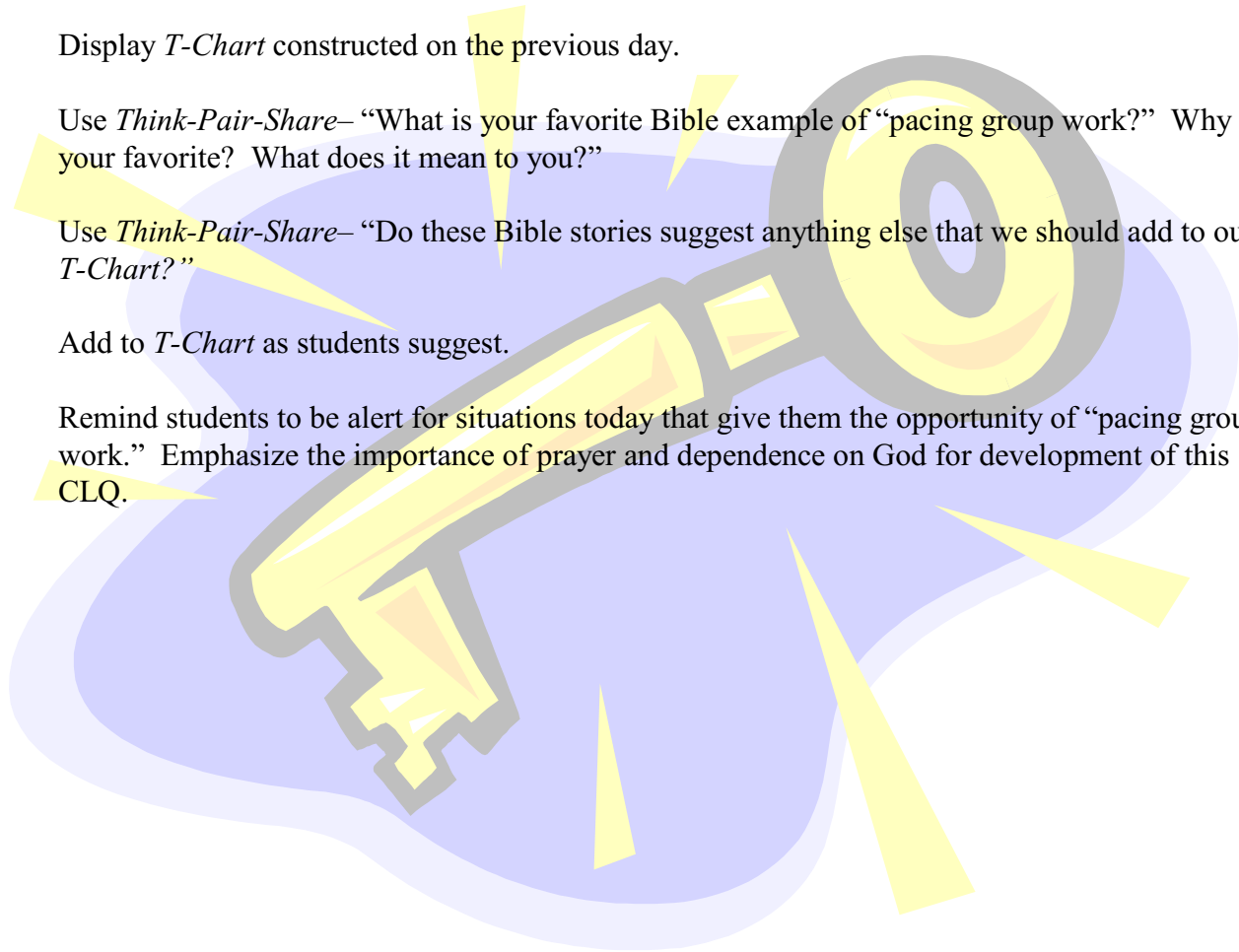
Pacing Group Work

Name _____

Date _____

9B

1. Display *T-Chart* constructed on the previous day.
2. Use *Think-Pair-Share*– “What is your favorite Bible example of “pacing group work?” Why is it your favorite? What does it mean to you?”
3. Use *Think-Pair-Share*– “Do these Bible stories suggest anything else that we should add to our *T-Chart*?”
4. Add to *T-Chart* as students suggest.
5. Remind students to be alert for situations today that give them the opportunity of “pacing group work.” Emphasize the importance of prayer and dependence on God for development of this CLQ.





Language Arts Focus

Nouns TGT

Name _____

Date _____

9C

Teams Games Tournament. Review nouns using the following adjustment:

Because fifth and sixth graders may be playing against seventh and eighth graders, the cards are labeled for grade level content. Questions labeled 5-8 are appropriate for all grades. The questions labeled 7-8 are only for seventh and eighth graders. Fifth and sixth graders may answer the 7-8 questions if they think they know the answer, but they are not required to do so. If they draw a card labeled 7-8, fifth and sixth graders may draw another card and place the 7-8 card back in the stack.

Divide the class into four teams.





Language Arts Focus

Teams Game Tournament -- Study Sheet - Nouns

Name _____

Date _____

9C-a

1. 7/8 A collective noun names a *collection* of persons, places, animals, or things.
2. 5/8 To form the possessive of a plural noun that does not end in *s*, add an apostrophe and *s*. Example: people's voices.
3. 5/8 A person's name is an example of a proper noun.
4. 5/8 When meaning directions, north, east, south, and west are common nouns.
5. 5/8 Abstract nouns are either common or proper.
6. 5/8 A singular noun names one person, place, thing, or idea. Examples: baby, city.
7. 7/8 The following are examples of collective nouns because they name a collection of animals: flock, herd, gaggle.
8. 5/8 A proper noun is the name of a specific person, place, thing, or idea.
9. 5/8 The names of God are examples of proper nouns.
10. 5/8 The name of a book is an example of a proper noun.
11. 5/8 "The Red Cross" is an example of a proper noun because it names a specific organization.
12. 5/8 "Groups" is an example of a plural noun because it names more than one person place or thing.
13. 7/8 A gerund is a verbal, a verb form that is used as a noun, and always ends in *ing*. Example: hiking.
14. 5/8 A noun becomes a possessive noun when it shows possession or ownership.
15. 5/8 The name of an organization is an example of a proper noun.
16. 5/8 A plural noun names more than one person, place, thing, or idea.
17. 7/8 A gerund phrase consists of a gerund and its related words. Examples: *Canoeing* is challenging. Ivan like *rafting*.
18. 5/8 Proper nouns are always capitalized.
19. 5/8 The Fruits of the Spirit, found in Galatians 5:22,23 are examples of abstract nouns.
20. 5/8 North (meaning specific area of the country) is an example of a proper noun.
21. 7/8 The following are examples of collective nouns because they name a collection of places: Canada, United States, United Nations.
22. 5/8 Common nouns are not capitalized and does not name a specific person.
23. 5/8 The possessive form of singular nouns is usually made by adding an apostrophe and *s*.
24. 5/8 A common noun is any noun which does not name a specific person, place, thing, or idea.
25. 5/8 Concrete nouns names things that can be touched or seen.





Language Arts Focus

Teams Game Tournament -- Study Sheet - Nouns (Continued)

Name _____

Date _____

9C-a

26. 5/8 An appositive, a specific kind of explanatory word or phrase, identifies or renames a noun or pronoun. The appositive phrase is set off with commas.
27. 7/8 A collective noun names a collection of persons, animals, places, or things.
28. 5/8 Names of pets would be an example of a proper noun.
29. 5/8 Time is an abstract noun. It is something you cannot see or touch.
30. 5/8 Concrete nouns are either proper or common.
31. 5/8 The possessive form of plural nouns ending in s is usually made by adding just an apostrophe.
32. 5/8 A proper noun is the name of a specific thing. Proper nouns are always capitalized.
33. 5/8 An abstract noun names something you can think about but which you cannot see or touch.
34. 5/8 A common noun is any noun which does not name a specific person, place, thing, or idea.
35. 5/8 A concrete noun names a thing that is tangible or physical (can be touched or seen).
36. 5/8 Proper nouns include the days of the week and months of the year.





Teams Game Tournament Questions

Name _____

Date _____

9C-b

<p>8. What is unique about a proper noun?</p> <p>(5-8)</p>	<p>18. True or False Proper nouns should not be capitalized.</p> <p>(5-8)</p>
<p>3. Becky is an example of a _____ noun.</p> <p>(5-8)</p>	<p>28. “Fido” is an example of a _____ noun.</p> <p>(5-8)</p>
<p>10. <i>The 7 Habits of Highly Effective People</i> is an example of a _____ noun.</p> <p>(5-8)</p>	<p>15. Which of the following nouns are proper?</p> <p>Tornado disaster Red Cross</p> <p>(5-8)</p>





<p>32. Name the proper nouns in the following sentence: My favorite car is the Corvette.</p> <p>(5-8)</p>	<p>9. Name the proper nouns in the following sentence: The Lord is God.</p> <p>(5-8)</p>
<p>36. Fill in the blanks: The _____ of the week and _____ of the year are examples of _____ nouns.</p> <p>(5-8)</p>	<p>20. Is “west” a common or proper noun when used in the following sentence? We lived in the _____ for a few years.</p> <p>(5-8)</p>
<p>34. Change this sentence to make it true: A common noun is any noun, which names a specific person, place, thing or idea.</p> <p>(5-8)</p>	<p>22. Give two reasons why the word “child” is a common noun.</p> <p>(5-8)</p>
<p>26. An appositive is a noun or phrase that _____ or renames the noun that _____ it.</p> <p>(5-8)</p>	<p>35. A _____ noun names a thing that is tangible or physical (can be touched or seen).</p> <p>(5-8)</p>





<p>30. Concrete nouns are either _____ or _____.</p> <p>(5-8)</p>	<p>25. Which of the following nouns are concrete? Tornado happiness toys</p> <p>(5-8)</p>
<p>11. Waynesboro Seventh-day Adventist Church is an example of a _____ proper noun because _____.</p> <p>(5-8)</p>	<p>33. An _____ noun names something you can think about but which you cannot see or touch.</p> <p>(5-8)</p>
<p>24. Ideas such as “truth” are examples of _____ nouns.</p> <p>(5-8)</p>	<p>19. “Joy” is an example of an _____ noun.</p> <p>(5-8)</p>
<p>5. Abstract nouns can be _____ or _____.</p> <p>(5-8)</p>	<p>29. “Time” is an example of an _____ noun because _____.</p> <p>(5-8)</p>





<p>14. A noun becomes a possessive noun when it shows _____ or _____.</p> <p>(5-8)</p>	<p>23. How would you form the possessive noun “book” in the following sentence? The _____ cover was attractive.</p> <p>(5-8)</p>
<p>31. How do you form the possessive of a plural noun that ends in s?</p> <p>(5-8)</p>	<p>2. Which of the following possessive plural nouns are punctuated correctly?</p> <p>People’s voices peoples’ voices</p> <p>(5-8)</p>
<p>6. A _____ noun names one person, place, thing, or idea.</p> <p>(5-8)</p>	<p>16. A _____ noun names more than one person, place, thing, or idea.</p> <p>(5-8)</p>
<p>12. “Puppies” is an example of a _____ noun because it names more than one thing.</p> <p>(5-8)</p>	<p>4. Name the appositive in the following sentence: My favorite jokes, knock-knock jokes, are usually silly.</p> <p>(5-8)</p>





<p>21. “The Lake Union” is an example of a _____ noun because it names a collection of several conferences.</p> <p>(7-8)</p>	<p>13. A gerund is a _____, a verb form that is used as a _____, and always ends in _____.</p> <p>(7-8)</p>
<p>17. In the following sentence the word “collecting” is a _____. <i>Collecting</i> beanie babies is fun.</p> <p>(7-8)</p>	<p>1. A collective noun names a _____.</p> <p>(7-8)</p>
<p>7. “Herd” is an example of a _____ noun because _____.</p> <p>(7-8)</p>	<p>27. Family is an example of a collective noun because _____.</p> <p>(7-8)</p>





Financial Simulation

Month 2

Name _____

Date _____

9D

1. Students have received paychecks and bills for January. Each student will mark the pay checks as a deposit in their bank registers.
2. Students will learn to write checks. Demonstrate how to write a check using practice checks. Give each student their own checkbook.
3. Students will write a check for January tithe then they will write checks for January's bills.
4. Students will repeat the process for February (deposit, tithe and other checks).





Science: Protect an Egg

Name _____

Date _____

9E

1. Place students in pairs.
2. Distribute “Protect the Egg” directions sheet (9E-a).
3. Give students 30 minutes to complete the construction of their egg protector.
4. After 30 minutes of working time, the teacher leads students through step 3 of the procedure.
5. To debrief the activity: Distribute “Data Record” (9E-b).
6. Have each student complete the top portion of Data Record.
7. Use *Think-Square-Share* for the questions at the bottom of Data Record.
8. Connect protection of the egg to protection of personal energy. Use *Think-Pair-Share*. Have students respond to the following questions

When have I needed protection?

Other than injury, how do I need to be protected?

How can you protect your personal energy?





Protect the Egg

Name _____

Date _____

9E-a

Here's the question:

How can you protect a raw egg from breaking when it is dropped?



Materials:

Eggs (raw)

Materials to build a protective container

cardboard	rubber bands
cotton balls	scissors
glue	stapler

Procedures:

1. Each student will work individually to construct an “egg protector” that will protect a raw egg from breaking when it is dropped. The protector must meet the following criteria:
 - A. You alone constructed the protector
 - B. All dimensions must be less than 25 cm.
2. Place a raw egg in each protector.
3. Have your teacher drop the egg from a height of three meters.





Data Record

Name _____

Date _____

9E-b

My egg protector **was** **was not** successful.

Total number of egg protectors dropped _____.

Number of successful drops _____ = _____ %

Number of unsuccessful drops _____ = _____ %

Create a graph. (You may use MS Excel to do this portion of the activity) or illustrate below.

Questions:

1. Identify a specific feature that resulted in the success or failure of your egg protector.
2. Was there a common feature in the successful ones? What was it?
3. What was common to those that failed?
4. List the “protectors” in your life.





Habits of Mind

Begin with the End in Mind

Name _____

Date _____

9F

Write a brief skit. The setting is ten years from now. Realistically, with the plans and activities that you are doing right now, what will you be doing in ten years?

Think-Square-Share. What are some pathways that you are choosing now that could affect your life for a long time?

Who are your friends? Do you respect them? Why?

What kind of relationship do you have with your parents?

Outside of sleeping and going to school, how is most of your time spent?

Who are your heroes?





Processing the Process

Name _____

Date _____

9G

- ◆ Use *Think-Pair-Share* to reflect, identify and list the three most useful ideas you learned today. Share these with a partner and explain why you felt those ideas were most useful.





Student Assignment Sheet

Lesson 10

“Nature does nothing uselessly.”

–Anonymous

Assignment Code	Assignment Description	Date Due	Done	Portfolio
Opening Slate	What is the best way to protect an egg when dropping it 3 meters?	Lesson 10		
MC-10B	MUGS	Lesson 10		
MC-10B	Language Arts Focus: Kinds of Sentences	Lesson 10		
MC-10C	Literature Circle	Lesson 11		
MC-10D	Financial Simulation	Lesson 11		
MC-10E	Social Studies: Ernest Green Story	Lesson 10		
MC-10F	Science: Risks	Lesson 10		
MC-10G	HOM	Lesson 10		
MC-10H	Processing the Process	Lesson 10		





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

10A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

“bring all the tithe into the storehouse that their may be food in my house and prove me now in this says the lord of hosts if I will not open for you the windows of heven and poor out for you such blessing that their will no be room enough to receive it

Malachi 3;10

Advanced Activity:

Underline five conjunctions in the above verse. Label each conjunction “c” if it is a coordinate conjunction or “s” if it is a subordinate conjunction.





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

10A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

“bring all the tithe into the storehouse that their may be food in my house and prove me now in this says the lord of hosts if I will not open for you the windows of heven and poor out for you such blessing that their will no be room enough to receive it

Malachi 3;10

Advanced Activity:

Underline five conjunctions in the above verse. Label each conjunction “c” if it is a coordinate conjunction or “s” if it is a subordinate conjunction.

Answer:

“Bring all the tithe into the storehouse, that there may be food in My house,
c s
and prove Me now in this,’ says the Lord of hosts, ‘if I will not open for you the
c s
windows of heaven and pour out for you such blessing that there will not be
room enough to receive it.”

Malachi 3:10





Language Arts Focus

Kinds of Sentences

Name _____

Date _____

10B

Read the sections on Kinds of Sentences in Write Source 2000, #438.3 - 438.6.

Choose three sentences from “Birds With No Feathers” (5/6) or “Song Without Music” (7/8). Rewrite each sentence four times; as a declarative sentence, as an interrogative sentence, as an imperative sentence, and as an exclamatory sentence.





Literature Circle

5th and 6th - *Life Reading Series* Level 11, “The Contract” p. 79-87
7th and 8th - *Life Reading Series* Level 13, “Song Without Words” p. 42-57

Name _____

Date _____

10C

1. Organize students into groups by their reading level. Groups should have no more than four members and no fewer than three.
2. The Discussion Director (the person with the earlier birthday in the calendar year) will briefly review the reading from the week. Other members may feel free to make comments. The other roles should be determined in continuing chronological order:
 - Literary Luminary - second earliest birthday
 - Connector - next earliest birthday
 - Illustrator - next
3. The first ten minutes should be spent preparing their Role Sheet (Appendix).
4. Group members will gather together and the Discussion Director will lead a twenty-minute discussion on the reading for the week. The Discussion Director will work in conjunction with the Literary Luminary who will add to the discussion by sharing important passages - **read directly from the reading.**
5. **Reading Log Check**





Literature Circle Response

5th and 6th - *Life Reading Series* Level 11, "The Contract" p. 79-87
7th and 8th - *Life Reading Series* Level 13, "Song Without Words" p. 42-57

Name _____

Date _____

10C-b

Each student will respond individually to the following questions:

1. Two lines worth rereading:

2. Why are they worth rereading?

3. A quotable quote from the reading:

4. Our unit theme is about choices. Name two choices made by someone in the story.





Literature Circle Response

5th and 6th - *Life Reading Series* Level 11, “The Contract” p. 79-87
7th and 8th - *Life Reading Series* Level 13 “Song Without Words” p. 42-57

Name _____

Date _____

10C-b

Each student will respond individually to the following questions:

1. Two lines worth rereading:

Answers will vary.

2. Why are they worth rereading?

Answers will vary

3. A quotable quote from the reading:

Answers will vary

4. Our unit theme is about choices. Name two choices made by someone in the story.

Answers will vary. Possible responses:

5th and 6th “The Contract”

Pete could choose to ask Mrs. Barton to use her lot, or not. Pete could choose to tell Mrs. Barton he broke her window, or not.

7th and 8th “Song Without Music”

Margaret could choose to help Josie at the motel, or not.

Margaret could choose to change her attitude about her deafness, or not.

Josie could choose to continue helping Margaret, or not.





Financial Simulation

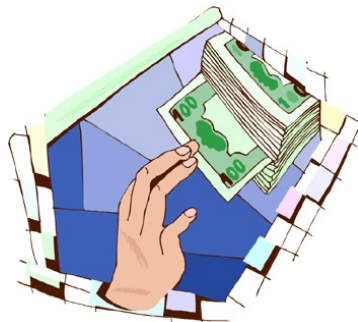
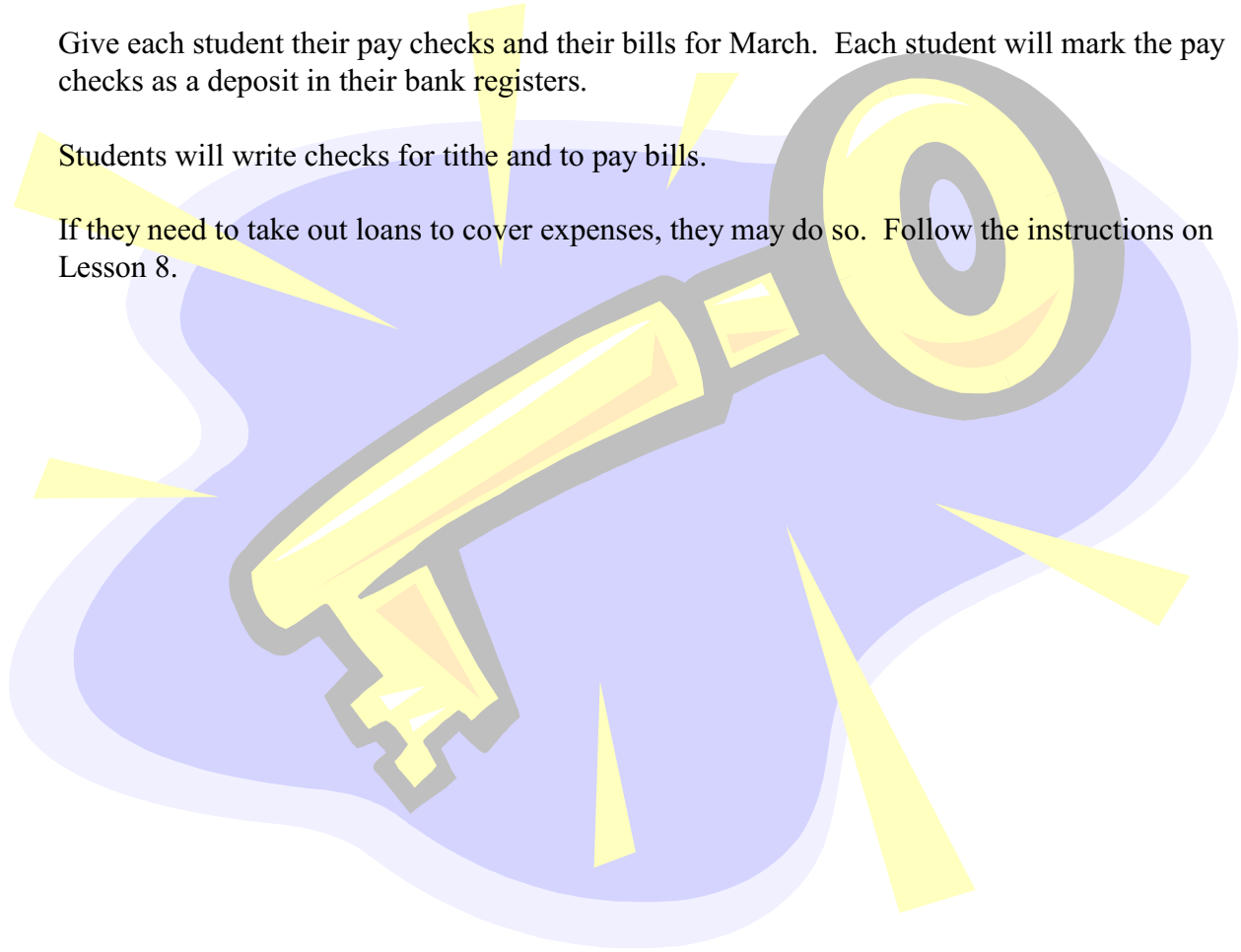
Month 3

Name _____

Date _____

10D

1. Give each student their pay checks and their bills for March. Each student will mark the pay checks as a deposit in their bank registers.
2. Students will write checks for title and to pay bills.
3. If they need to take out loans to cover expenses, they may do so. Follow the instructions on Lesson 8.





Social Studies

Ernest Green Story

Name _____

Date _____

10E

Watch “The Ernest Green Story.”

Use the following for discussion.

All of the people involved made individual choices.

1. Would you have had the courage to withstand the terrible things done to the black students and return to school the next day?
2. Would you as a white student have gone along with your parents and friends and tormented the black students?
3. As a parent would you have encouraged your child to be kind to the black students?

What do you think Jesus would have done if...

1. He had been a white student?
2. He had been a black student?
3. He had been a white parent?
4. He had been a National guard member?

Distribute the response page 10E-a.





Social Studies Response

Ernest Green Story

Name _____

Date _____

10E-a

Think back to events in “The Ernest Green Story.” Draw heads and facial expressions representing the feelings of the black students, the white students the mob outside, and the National Guard during the first days of the integration of Central High School. Make thought bubbles above the heads showing what each group might be thinking.



Homework: Read about the sit-ins at lunch counters in the 1060's.





Science

Reducing Risks

Name _____

Date _____

10F

1. Individually read pages 309-311 “Ways to Reduce Risk” from Explore God’s Creation.
2. Use *Think-Pair-Share* to answer the “what if” questions on page 310.
3. Work in pairs to choose one of the Teenage Health Risks listed in Fig. 12-4 on page 303. Look in newspapers, magazines, etc. to find a news article or story about teens who have experienced that risk. Write “what if” questions and answers about the article as you did in Step #2.





Habits of Mind

Begin with the End in Mind

Name _____

Date _____

10G

Without an end in mind, Trevor was beginning to imitate some of his peers who were as angry as he was. Not only did his grades fall, but his relationships at home began to fall apart. He was looking for people to follow because he didn't know or care where he was going.

Slowly, day by day, he began to think past the next missile-launched spit wad or the newest video game. He thought about what was important to him and shared his thoughts with his teacher.

Trevor explained, "I know that God is the most important thing in my life and my family is next. I want to be successful in my life; not real rich, but enough so that my family is cared for. I want to be a stable father and husband and spend a lot of time with my kids."

Whether he realized it or not, Trevor was on his way to writing a personal mission statement. A personal mission statement states what you believe in and what is important to you. It's like a blueprint for your life. Companies like Disney and Gap had mission statements in order to start their companies. Countries have constitutions and graduating classes have mottos - all are forms of a mission statement.

During the next few lessons, you will write your own mission statement. Your mission statement will tell what you want your life to be about. You can use parts of song, poems, Bible verses or your statement can be written solely from your own words.

Think-Pair-Square. What do you want your life to be about? What is important to you?



Taken from The 7 Habits of Highly Effective Teens by Sean Covey





Processing the Process

Name _____

Date _____

10H

- ◆ What did you like about Literature Circle?
- ◆ What did you dislike?
- ◆ How did it help you learn?





Student Assignment Sheet

Lesson 11

“Success is never final.”

–Winston Churchill

Assignment Code	Assignment Description	Date Due	Done	Portfolio
Opening Slate	Explain the current CLQ	Lesson 11		
MC-11A	MUGS	Lesson 11		
MC-11B	CLQ: Pacing Group Work	Lesson 11		
MC-11C	Language Arts Focus: Flowchart	Lesson 12		
MC-11D	Financial Simulation	Lesson 11		
MC-11E	HOM	Lesson 11		
MC-11F	Social Studies: Sit Ins	Lesson 11		
MC-11G	Processing the Content	Lesson 11		





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

11A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

several say you can improve international Health include work with you Local church on international projects working as a student missionary going on mission Trip learning a foreign language and learn about life and Culture of other Countrys

Advanced Activity:

Rewrite the above sentence as an imperative sentence.





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

11A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

several say you can improve international Health include work with you Local church on international projects working as a student missionary going on mission Trip learning a foreign language and learn about life and Culture of other Countrys

Advanced Activity:

Rewrite the above sentence as an imperative sentence.

Improve international health by working with your local church on international projects, working as a student missionary, going on mission trips, learning a foreign language, and learning about life and culture of other countries.

Answer:

Several ways you can improve international health include working with your local church on international projects, working as a student missionary, going on mission trips, learning a foreign language, and learning about life and culture of other countries.





Christ-Like Quality

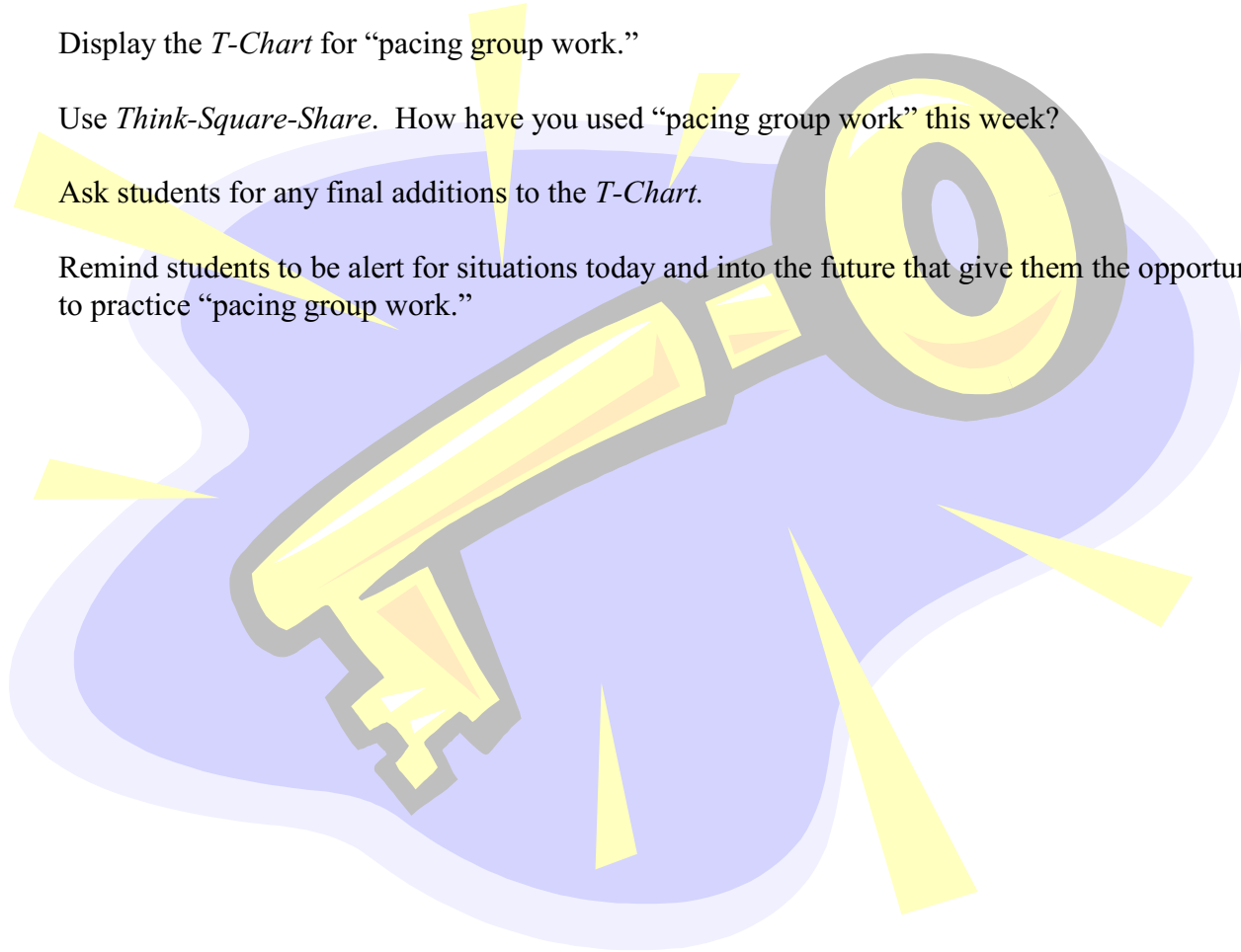
Pacing Group Work

Name _____

Date _____

11B

1. Display the *T-Chart* for “pacing group work.”
2. Use *Think-Square-Share*. How have you used “pacing group work” this week?
3. Ask students for any final additions to the *T-Chart*.
4. Remind students to be alert for situations today and into the future that give them the opportunity to practice “pacing group work.”





Language Arts Focus

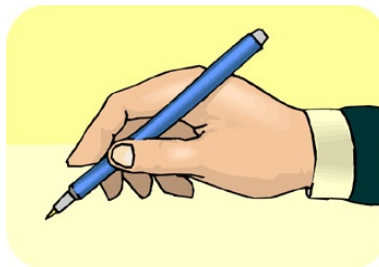
Writing a Summary

Name _____

Date _____

11C

1. Use the *Think Aloud* technique and the Writing a Summary Flowchart (11C-a) to introduce the process of summarizing a piece of literature. (Refer to Write Source 2000, #213 - 216 for an explanation of the process, flowchart and an example.)
2. Ask students to use this process to summarize “Birds With No Feathers” (5/6) or “Song Without Music” (7/8).





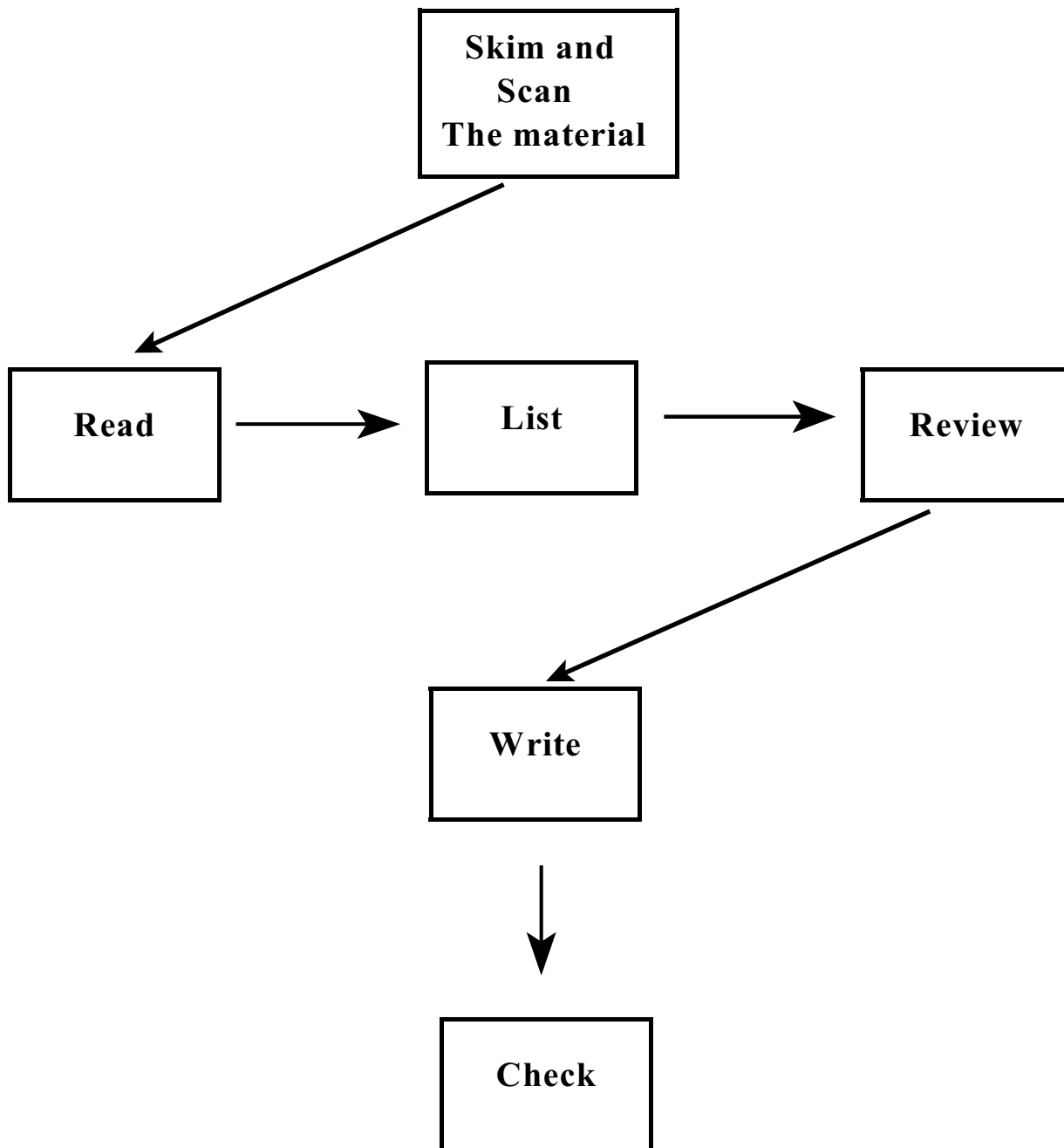
Language Arts Focus

Writing a Summary Flowchart

Name _____

Date _____

11C-a





Financial Simulation

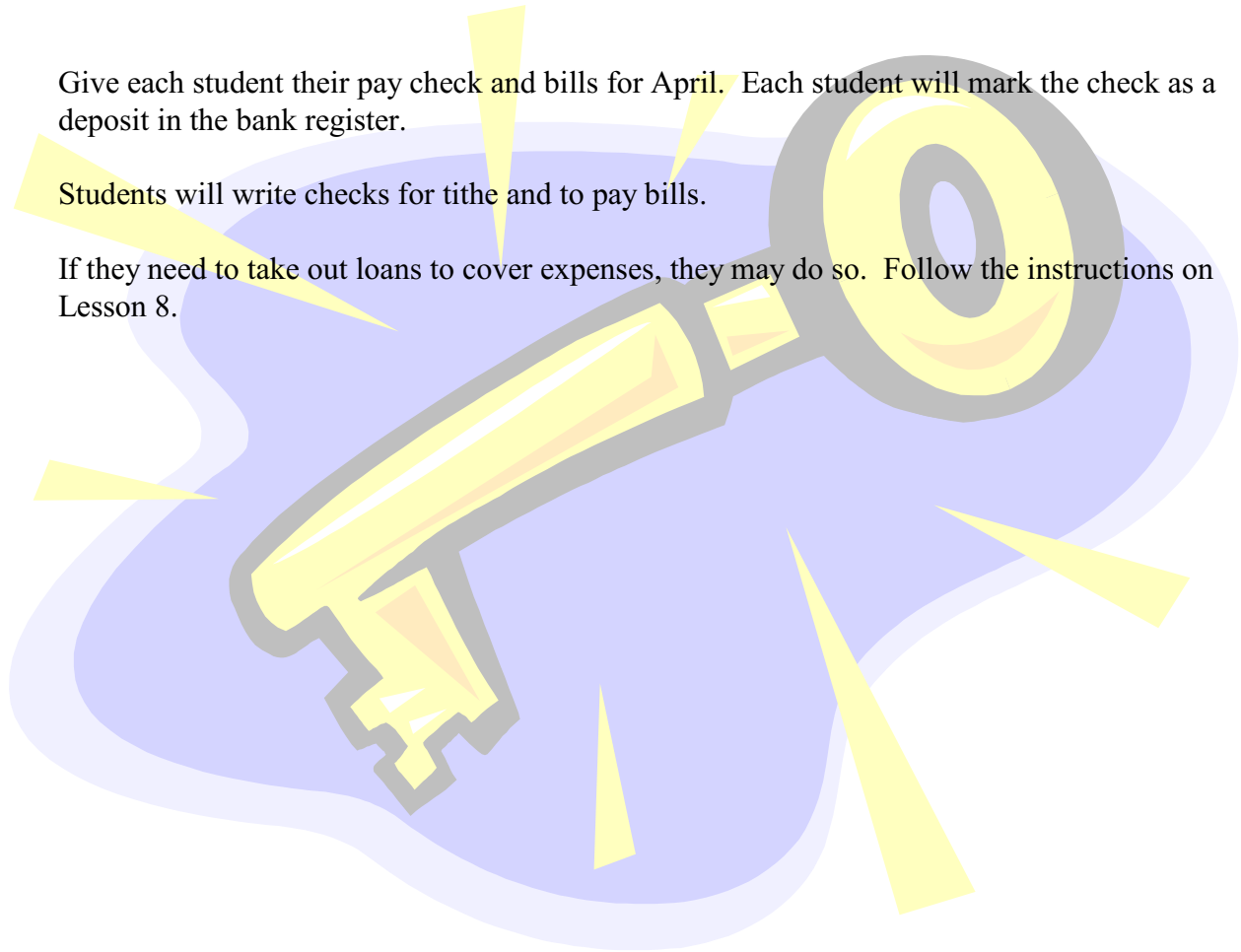
Month 4

Name _____

Date _____

11D

1. Give each student their pay check and bills for April. Each student will mark the check as a deposit in the bank register.
2. Students will write checks for tithe and to pay bills.
3. If they need to take out loans to cover expenses, they may do so. Follow the instructions on Lesson 8.





Principles of Percentages in Budgeting

Name _____

Date _____

11D-a

1. Use *Think-Pair-Share* to get student responses to the following questions:
 - Are you in debt at the end of these three months?
 - Were there any expenses that you didn't expect?
 - How can you solve your financial problems?
2. Use *Rally Table* to brainstorm ways to make ends meet. They may suggest ways of cutting spending or increasing earnings. Discuss suggestions outlines, "Ways to Charge Household Expenses (11D-b).
3. Hand out sheet with percentages (11D-c) and explain that financial planning experts recommend using percentages of income to plan saving and spending. The percentages you choose should add up to 100%, and the amounts you use must be realistic. (Model figuring percents of income for a few items.)
4. Use *Think-Pair-Share* to answer the following question:
 - How do the percentages on the sheet compare and contrast with the amounts you spent in the last three months.
5. Tell the students they need to revise their budgets using percentages and the actual bills they have been receiving. If they choose a percentage that is less than their current bills for a particular item, students must find an advertisement or other documentation to show that their new figure is realistic. Any reduced expenses require documentation to show that those expenses are realistic. They can find documentation in newspapers or on the web.





Ways to Change Household Expenses

Name _____

Date _____

11D-b

1. Students who did not go to college may choose to return to school so they can get a higher-paying job. If they choose to do this, they must add \$100 to their school loan payments each month and find a job they desire using internet and newspapers. They must increase their monthly income and adjust their budgets accordingly. Adjusted budgets and documentation must be presented to the teacher before adjustments will be made.
2. If students think they are being charged too much or are not earning enough, they may appeal with supporting documentation found on the web or in newspapers. They may also research and provide documentation to reduce other expenses such as finding cheaper housing.
3. Students may also give plausible reasoning for decreasing an amount (i.e. not eating out all month to reduce food expenses, going for a month without buying new clothing for themselves, etc.)
4. Adjustments to any monthly bills will not be made until documentation for the change and adjusted student budgets have been approved by the teacher.





Name _____

Date _____

11D-c

Recommended Percentage of Household Income	
Charitable Gifts	10-15%
Savings	10-15%
Housing	23-35%
Utilities (electric, water, gas, phone)	5-10%
Food	5-15%
Transportation	10-15%
Clothing	2-7%
Medical/Health	5-10%
Personal	5-10%
Recreation	5-10%
Blow	2-5%
Debts	5-10%

Compare the percentage of household income you are spending on the major categories in your budget with the chart's recommended percentages. Then create your own chart like the one below, which reflects your findings:

<i>Example:</i> Percentage of Household Income	
Charitable Gifts	10%
Savings	1%
Housing	28%
Utilities	6%
Food	15%
Transportation	13%
Clothing	6%
Medical/Health	9%
Personal	10%
Recreation	4%
Blow	2%
Debts	20%





Habits of Mind

Begin with the End in Mind

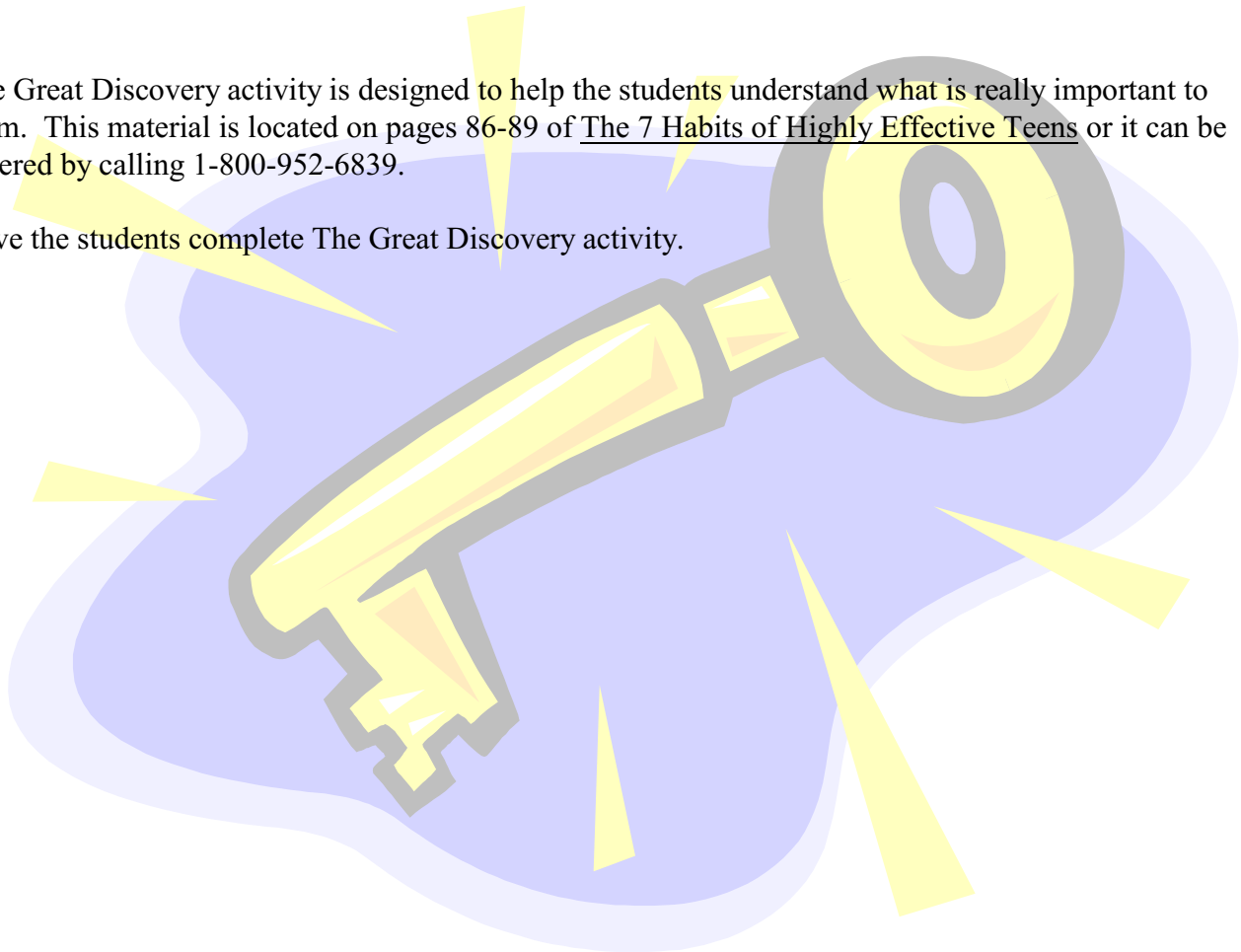
Name _____

Date _____

11E

The Great Discovery activity is designed to help the students understand what is really important to them. This material is located on pages 86-89 of The 7 Habits of Highly Effective Teens or it can be ordered by calling 1-800-952-6839.

Have the students complete The Great Discovery activity.





Social Studies

Sit-ins

Name _____

Date _____

11F

- Look at and discuss the picture of the Sit-in at Woolworths in Greensboro, North Carolina.
- Discuss: If you had been a waitress, what would you have done and why?
- Your teacher will direct you in an act-it-out.
- The students were breaking the law. Is it ever O.K. to break the law? Is there a law that is more important than our country's civil laws?

Homework: Read in your textbook about the freedom rides through segregated Southern cities.





Social Studies

Sit-ins

Name _____

Date _____

11F

1. This is a type of skit. You are going to have some of your students become the people in the picture. Choose the students before and give them cue cards. For example:
 - A. You are a 19 year old black college student who has lived in the South most of your life and you are actively involved in the civil rights movement.
 - B. You are a white southerner who “has nothing against blacks” but feels resentful that civil rights people and the government are “causing trouble” and “destroying” your way of life.
2. Explain to students that they should constantly be thinking how the person they have been assigned would think, feel and respond to the event.
3. You be the interviewer and ask the questions. Examples: Who are you and why are you at this lunch counter today? How do you feel when they pour food on your head? Do you think it’s worth it?
4. Discuss activity and the sit-ins.
 - Look at and discuss the picture of the Sit-in at Woolworths in Greensboro, North Carolina.
 - Discuss: If you had been a waitress, what would you have done and why?
 - Your teacher will direct you in an act-it-out.
 - The students were breaking the law. Is it ever O.K. to break the law? Is there a law that is more important than our country’s civil laws?





Processing the Content

Name _____

Date _____

11G

Many colors are associated with different moods. For instance:

black	=	sadness
red	=	anger
yellow	=	bright, happy, cheerful
purple	=	deep thought
blue	=	coolness, detached, depressed
green	=	learning, growing
orange	=	exciting
brown or beige	=	boring

Using only three colors, draw an abstract picture of how you felt today.





Student Assignment Sheet Lesson 12

“It is impossible for a man to be cheated by anyone but himself.”

–Ralph Waldo Emerson

Assignment Code	Assignment Description	Date Due	Done	Portfolio
Opening Slate	What did you learn about Sit Ins during Social Studies in Lesson 11?	Lesson 12		
MC-12A	MUGS	Lesson 12		
MC-12B	CLQ: Being Self-Controlled	Lesson 12		
MC-12C	DR: Vocabulary, Reading Questions 5 th and 6 th <i>Live Reading Series</i> Level 12, “Child of the Silent Night,” pages 34-46 7 th and 8 th <i>Life Reading Series</i> Level 14, “The Long Way Around,” pages 57-65	Lesson 12		
MC-12D	Community Experience	Lesson 12		
MC-12E	Language Arts Focus: Subject	Lesson 12		
MC-12F	Health Choices	Lesson 12		
MC-12G	HOM	Lesson 12		
MC-12H	Social Studies: Freedom Rides	Lesson 12		✓
MC-12I	Financial Simulation	Lesson 12		





Student Assignment Sheet

Lesson 12

Please add a day for the completion of Lessons 8-12 before proceeding to Lesson 13.





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

12A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

ask not what you country can due for You ask what you can do for you're contry

–john f kennedy

Advanced Activity:

What kind of sentence is the above quote? What is the implied subject?





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

12A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

ask not what you country can due for You ask what you can do for you're contry

–john f kennedy

Advanced Activity:

What kind of sentence is the above quote? What is the implied subject?

Answer:

“Ask not what your country can do for you, ask what you can do for your country.”

–John F. Kennedy





Christ-Like Quality

Being Self Controlled Introduction

Name _____

Date _____

12B

1. We are going to begin working on a new Christ-Like Quality “being self-controlled.”
Have students use *Turn-to-a-Neighbor* and discuss why “being self-controlled” is important. Use *Random Call* and have students share their answers.
2. Give at least one example of this skill from the ministry of Christ. Extend by giving other biblical and/or current examples of this week’s CLQ.
3. Develop a *T-Chart* for “being self-controlled. Have students *Pair-up* and draw one *T-Chart*.
4. Use *Rally Table* to have students fill in their *T-Chart*.
5. Use a *Random Call* and have selected students demonstrate through a *Role PLY* what “being self-controlled” sounds like, feels like and looks like.





Directed Reading

5th and 6th - *Life Reading Series* Level 12
“Child of the Silent Night” p. 34-46

7th and 8th - *Life Reading Series* Level 14
“The Long Way Around” p. 57-65

Name _____

Date _____

12C

1. Students complete vocabulary worksheets appropriate for their level (12C-a, 12C-b).
2. Distribute the questions to guide students as they read (12C-c, 12C-d).
3. Students read the assigned selection, filling out the question sheet.
4. Use a cooperative learning strategy to have students discuss and share answers to the reading questions.





Vocabulary

“Child of the Silent Night”

Name _____

Date _____

12C-a

Study the words given before each group of sentences below. If you are not sure of the meanings of these words, look them up in the Glossary. Then, using context clues in each sentence, decide which word (or words) best completes the sentence. Write the word in the blank. The first one is done to guide you.

midst **mute** **pathetic** **boot**
chaise **wean** **sensitive**

1. On her way to Boston Laura rode in a light carriage or **chaise**.
2. Laura’s treasures had been taken out of her _____ and carefully packed for the long journey.
3. Sitting in the _____ of a crowd, Laura felt secure because her parents were with her.
4. When her parents left her with the Howes, Laura looked very tiny and _____.
5. Leaving Laura in a strange place was hard, but her parents knew they had to _____ her from their constant help if she would ever learn to live without them.
6. Laura was not only deaf and blind, she was also _____.
7. Even though Laura could not see, hear, or speak she was very _____ to what was happening around her.

Carriage **terrified** **grasped** **tense**
familiar **separation** **manual**

8. When Laura first entered Dr. Howe’s home, she felt uneasy and _____.
9. When her parents left her at the Howes, Laura was _____ at the thought of _____ from them.
10. She tried to run out of the house because she wanted to climb into the _____ and ride home with her parents.
11. But Miss Howe _____ her arm and held her firmly.
12. Dr. Howe had no textbook or _____ that told him how to teach Laura.
13. Laura learned by handling _____ objects which she used every day.





Vocabulary

“Child of the Silent Night”

Name _____

Date _____

12C-a

Study the words given before each group of sentences below. If you are not sure of the meanings of these words, look them up in the Glossary. Then, using context clues in each sentence, decide which word (or words) best completes the sentence. Write the word in the blank. The first one is done to guide you.

midst **mute** **pathetic** **boot**
chaise **wean** **sensitive**

1. On her way to Boston Laura rode in a light carriage or chaise.
2. Laura's treasures had been taken out of her boot and carefully packed for the long journey.
3. Sitting in the midst of a crowd, Laura felt secure because her parents were with her.
4. When her parents left her with the Howes, Laura looked very tiny and pathetic.
5. Leaving Laura in a strange place was hard, but her parents knew they had to wean her from their constant help if she would ever learn to live without them.
6. Laura was not only deaf and blind, she was also mute.
7. Even though Laura could not see, hear, or speak she was very sensitive to what was happening around her.

Carriage **terrified** **grasped** **tense**
familiar **separation** **manual**

8. When Laura first entered Dr. Howe's home, she felt uneasy and tense.
9. When her parents left her at the Howes, Laura was terrified at the thought of separation from them.
10. She tried to run out of the house because she wanted to climb into the carriage and ride home with her parents.
11. But Miss Howe grasped her arm and held her firmly.
12. Dr. Howe had no textbook or manual that told him how to teach Laura.
13. Laura learned by handling familiar objects which she used every day.





Vocabulary

“The Long Way Around”

Name _____

Date _____

12C-b

Word Similarities and Differences

Beside each boldface word are three other words or phrases. Two of these are similar to, or suggestive of, the meaning of the boldface word. Circle those two words or phrases. Then draw a line through the one that has no relationship to the boldface word. You may use the Glossary or a dictionary to help you decide.

scowl	frown	grimace	wink
vaguely	not clearly	not happily	not definite
stitch	itch	ache	pain
unyielding	inflexible	sorry	stubborn
severely	harshly	strictly	lazily
waterlogged	soaked	ruined	wet
stifled	improved	hindered	smothered
shrieking	screaming	decreasing	screeching
shamefaced	ashamed	shameless	embarrassed

Choose four of the boldface words from above. Write a sentence using each one and at least one of its related words on the lines below. Be sure to use the boldface word in your sentence so that it suggests the definition in the Glossary.





Vocabulary

“The Long Way Around”

Name _____

Date _____

12C-b

Word Similarities and Differences

Beside each boldface word are three other words or phrases. Two of these are similar to, or suggestive of, the meaning of the boldface word. Circle those two words or phrases. Then draw a line through the one that has no relationship to the boldface word. You may use the Glossary or a dictionary to help you decide.

scowl	<i>frown</i>	<i>grimace</i>	<i>wink</i>
vaguely	<i>not clearly</i>	not happily	<i>not definite</i>
stitch	itch	<i>ache</i>	<i>pain</i>
unyielding	<i>inflexible</i>	sorry	<i>stubborn</i>
severely	<i>harshly</i>	<i>strictly</i>	lazily
waterlogged	<i>soaked</i>	ruined	<i>wet</i>
stifled	improved	<i>hindered</i>	<i>smothered</i>
shrieking	<i>screaming</i>	decreasing	<i>screeching</i>
shamefaced	<i>ashamed</i>	shameless	<i>embarrassed</i>

Choose four of the boldface words from above. Write a sentence using each one and at least one of its related words on the lines below. Be sure to use the boldface word in your sentence so that it suggests the definition in the Glossary.

Answers will vary





Reading Questions

“Child of the Silent Night”

Name _____

Date _____

12C-c

Grades 5-6:

1. How old was Laura at the time of this story?

2. How did Laura know that her parents were leaving her at Dr. Howe’s?

3. Were Laura’s parents cruel to leave her alone with the Howes? Explain.

4. Explain what the author meant by the rope that Dr. Howe was “dangling” before Laura. Has anyone ever “dangled” a rope before you? Explain.

5. How does this story teach that it is sometimes necessary to go through unpleasant experiences in order to learn?





Reading Questions

“Child of the Silent Night”

Name _____

Date _____

12C-c

Grades 5-6:

1. How old was Laura at the time of this story?

7

2. How did Laura know that her parents were leaving her at Dr. Howe’s?

They patted her

3. Were Laura’s parents cruel to leave her alone with the Howes? Explain.

Answers will vary

4. Explain what the author meant by the rope that Dr. Howe was “dangling” before Laura. Has anyone ever “dangled” a rope before you? Explain.

The “rope” was the opportunity to learn to have meaningful communication with others.

5. How does this story teach that it is sometimes necessary to go through unpleasant experiences in order to learn?

Laura had to be away from her parents, lonely and frightened for a while so she could learn a valuable new skill.





Reading Questions

“The Long Way Around”

Name _____

Date _____

12C-d

Grades 7-8:

1. What were some of the things that caused Patty to resent Alice? Did she really believe that Alice was to blame for her problems? Explain.

2. How do you think Alice felt about Patty?

3. Had Patty changed by the end of the story? Give reasons for your opinion.





Reading Questions

“The Long Way Around”

Name _____

Date _____

12C-d

Grades 7-8:

1. What were some of the things that caused Patty to resent Alice? Did she really believe that Alice was to blame for her problems? Explain.

Answers will vary. Possible responses: She couldn't cook, the other children called her mom.

2. How do you think Alice felt about Patty?

Alice wanted to help her and to be a good step-mother to her.

3. Had Patty changed by the end of the story? Give reasons for your opinion.

Answers will vary. Possible response: Yes, she had changed because she saw that Alice was on her side.





Community Experience

Analyzing Community Service Options

Name _____

Date _____

12D

1. Distribute the two analysis charts to students (12D-a).
2. Have cooperative groups work together to place each of the service options from their database into the appropriate columns of each analysis chart.
3. Students will compare their personal intelligence profile and spiritual gifts profile with the community service options on their analysis charts.
4. Students will list service options that appear to “match” their intelligence and gifts. Students will chose from among these “matching” options to select a personal project and arrange to spend one afternoon assisting/observing.

Sample Key:

Perceivers	Servers	Teachers	Exhorters	Givers	Administrators	Compassion People
	Red Cross	Kinder-Care	Red Cross	Red Cross	ADRA	Hospital

Verbal	Logical	Visual	Musical	Bodily	Interpersonal	Intrapersonal
Linguistic Big Brothers Big Sisters	Mathematical Kinder-Care	Spatial Horizon’s for the Blind	Rhythmical YMCA Child Care	Kinesthetic Seniors in the pool	Family Services	YMCA Big Brothers Big Sisters





Community Experience

Analyzing Community Service Options
Spiritual Gifts

Name _____

Date _____

12D-a

Student Instructions: List each of the service opportunities from your database in the chart below based on how you see it matching the Spiritual gifts listed below.

Perceivers	Servers	Teachers	Exhorters	Givers	Administrators	Compassion People

List the options that seem to fit your personal profile.





Community Experience

Analyzing Community Service Options
Multiple Intelligences

Name _____

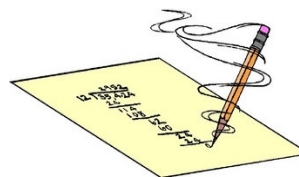
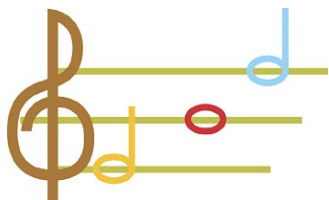
Date _____

12D-b

Student Instructions: List each of the service opportunities from your database in the chart below based on how you see it matching the intelligences listed below.

Verbal/ Linguistic	Logical/ Mathematical	Visual/ Spatial	Musical/ Rhythmical	Bodily/ Kinesthetic	Interpersonal	Intrapersonal

List the options that seem to fit your personal profile.





Language Arts Focus

Subject

Name _____

Date _____

12E

Read Write Source 2000, #434.2 - 435.2. Write ten sentences from “Child of the Silent Night” (5/6) or “A Long Way Around” (7/8). In each sentence, underline the simple subject once and the complete subject twice. (Save these sentences for the next day.)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.





Health Choices

Name _____

Date _____

12F

1. Complete the Concept Attainment Lesson (12F-a) about health problems.
2. Use *Think-Pair-Share* for students to choose 5 of the “Yes” examples and write cause/effect statements. Underline the cause once and the effect twice.
3. Use *Think-Pair-Share* to choose 5 other examples (either Yes or No). Decide what positive choices could be made to help avoid or lessen the risk of suffering from those particular health problems.





Health Choices

Name _____

Date _____

12F

1. Complete the Concept Attainment Lesson (12F-a) about health problems.
2. Use *Think-Pair-Share* for students to choose 5 of the “Yes” examples and write cause/effect statements. Underline the cause once and the effect twice.

Example:

Because Mary wanted to be skinny, she made herself throw up after eating and developed bulimia.

John was a careless driver and was involved in several accidents.

3. Use *Think-Pair-Share* to choose 5 other examples (either Yes or No). Decide what positive choices could be made to help avoid or lessen the risk of suffering from those particular health problems.





Concept Attainment

Name _____

Date _____

12F-a

	<u>YES</u>	<u>NO</u>	<u>Exemplar</u>
1.	___	___	Alcoholism
2.	___	___	Drug abuse
3.	___	___	Accidents
4.	___	___	Diabetes
5.	___	___	Heart disease
6.	___	___	AIDS
7.	___	___	Suicide
8.	___	___	Chickenpox
9.	___	___	Breast cancer
10.	___	___	Down's syndrome
11.	___	___	Anorexia
12.	___	___	Domestic violence
13.	___	___	Sexual abuse
14.	___	___	Nearsightedness (poor eyesight)
15.	___	___	Common cold
16.	___	___	Food poisoning





Concept Attainment

Name _____

Date _____

12F-a

	<u>YES</u>	<u>NO</u>	<u>Exemplar</u>
1.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Alcoholism
2.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Drug abuse
3.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Accidents
4.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Diabetes
5.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Heart disease
6.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	AIDS
7.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Suicide
8.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Chickenpox
9.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Breast cancer
10.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Down's syndrome
11.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Anorexia
12.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Domestic violence
13.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sexual abuse
14.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Nearsightedness (poor eyesight)
15.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Common cold
16.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Food poisoning

Attributes: Environmentally - caused health problems (not inherited).





Habits of Mind

Begin with the End in Mind

Name _____

Date _____

12G

You now should be ready to look at examples of personal mission statements as you think about what you may want to write.

- ① "I will treat people fairly and forgive them when they hurt me.
I will walk by Jesus side, always."

-Adapted from Micah 6:8

- ② *Love others*
Open my heart to Jesus
Value my family and friends
Enjoy every moment of my life

You have talked and written about what is important to you and you just read two mission statements. Now it's time to begin writing some ideas down for your own mission statement. Write out the words to your favorite songs, quotes that you have heard, or Bible verses that have touched you in a special way. This is your time to brainstorm. Make these notes in a journal or notebook so that you can come back to what you have written and begin to identify more precisely what you want to say.

There are two questions to ask yourself as you collect ideas. Does this inspire me? Does it make me want to be better?

Taken from The 7 Habits of Highly Effective Teens by Sean Covey





Social Studies

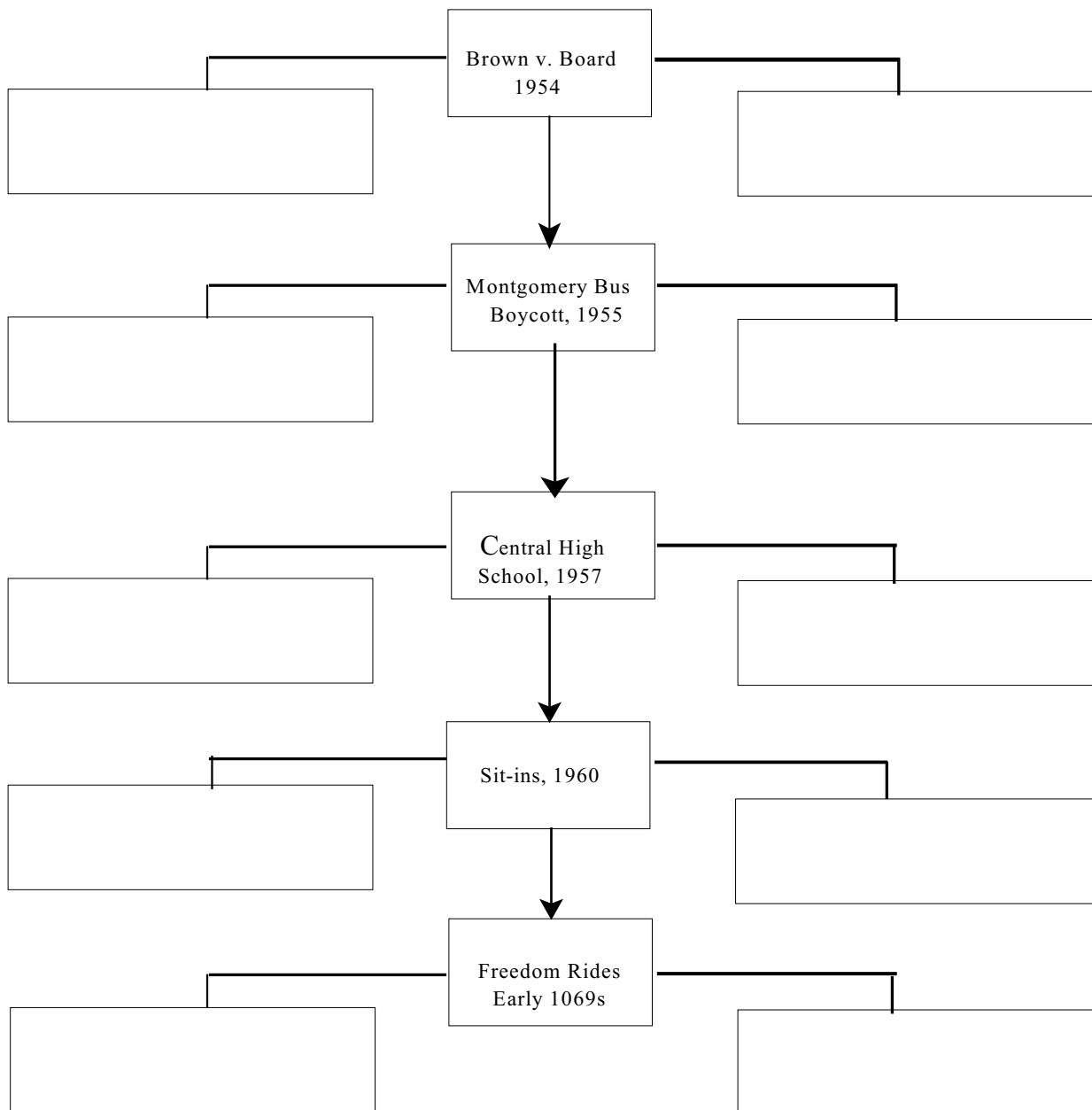
Freedom Rides

Name _____

Date _____

12H

After discussing the freedom rides complete this review chart. Fill in the boxes with details for each event.



Homework: Read about the march on Washington, Martin Luther King Jr. and his “I Have a Dream Speech.”





Social Studies

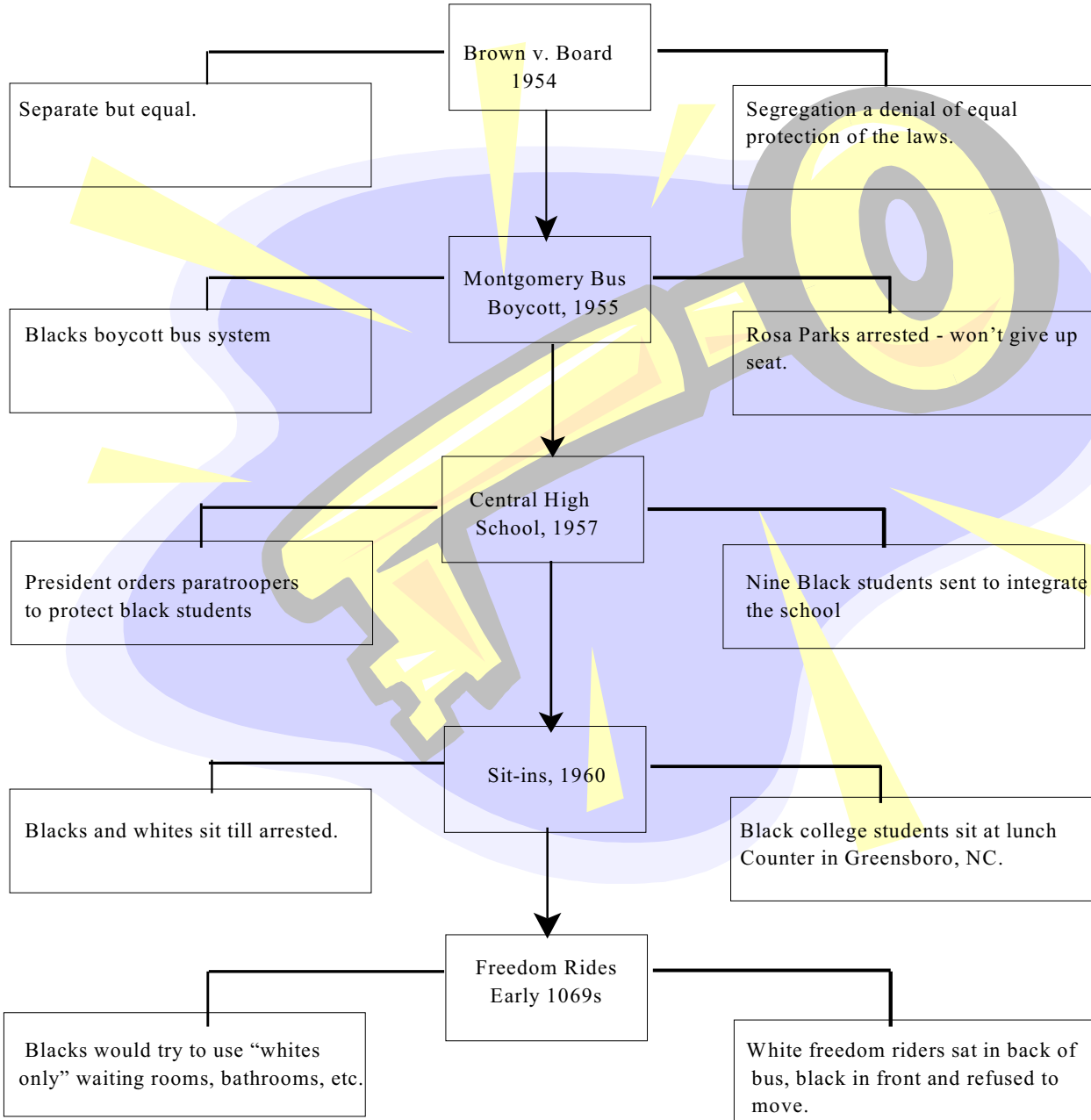
Freedom Rides

Name _____

Date _____

12H

After discussing the freedom rides complete this review chart. Fill in the boxes with details for each event.



Question: Does nonviolent protest seem to work? Does it seem like a method Jesus would use?





Finance Simulation

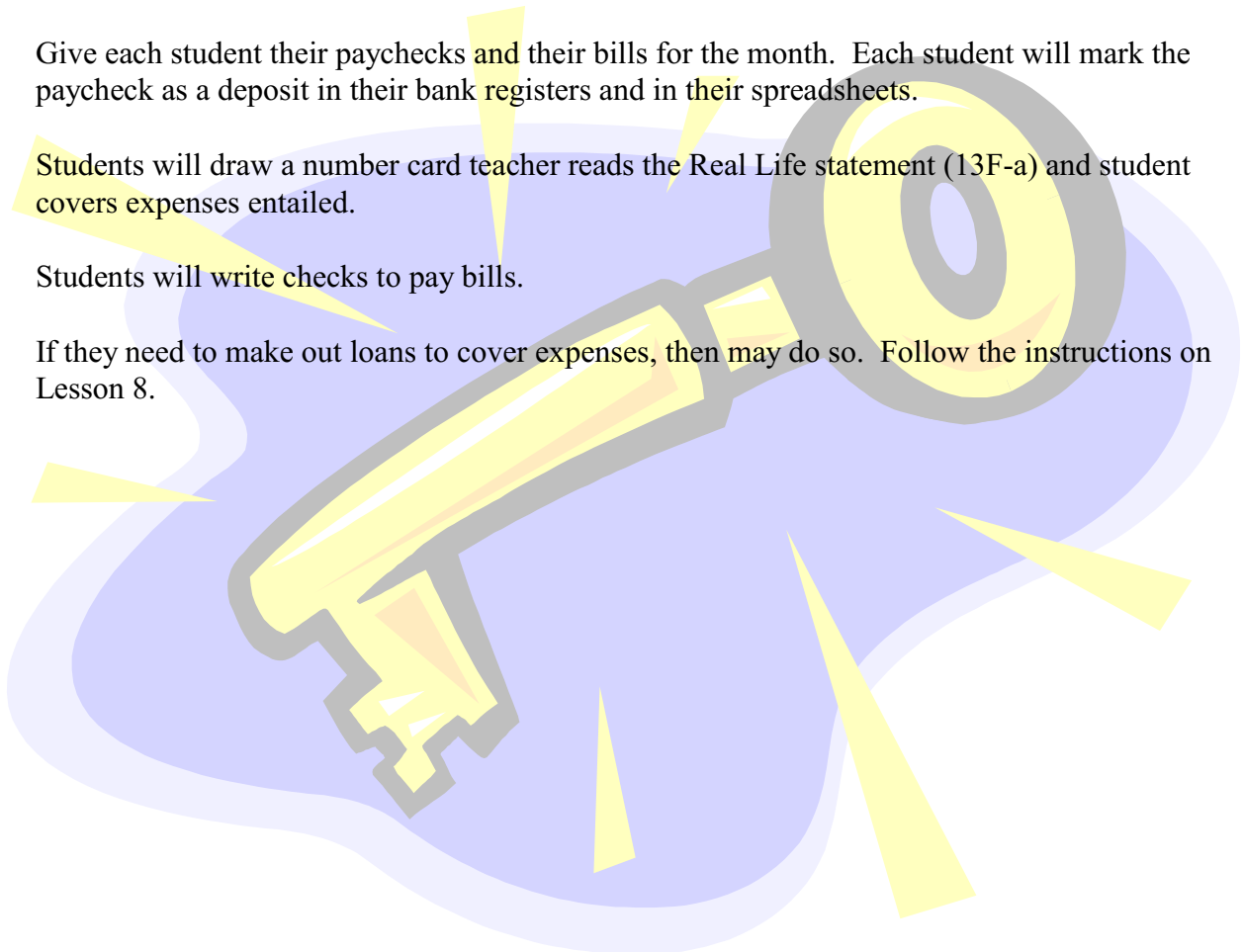
Month 5

Name _____

Date _____

12I

1. Give each student their paychecks and their bills for the month. Each student will mark the paycheck as a deposit in their bank registers and in their spreadsheets.
2. Students will draw a number card teacher reads the Real Life statement (13F-a) and student covers expenses entailed.
3. Students will write checks to pay bills.
4. If they need to make out loans to cover expenses, then may do so. Follow the instructions on Lesson 8.





Student Assignment Sheet

Lesson 13

“When making your choice in life, do not neglect to live.”

–Samuel Johnson

Assignment Code	Assignment Description	Date Due	Done	Portfolio
Opening Slate	What is the difference between a simple and complete subject?	Lesson 13		
MC-13A	MUGS	Lesson 13		
MC-13B	CLQ: Being Self-Controlled	Lesson 13		
MC-13C	Language Arts Focus: Predicate	Lesson 13		
MC-13D	Science: Smoking Ads	Lesson 13		✓
MC-13E	Concept Attainment	Lesson 13		
MC-13F	Financial Simulation: Unexpected Events	Lesson 14		
MC-13G	HOM	Lesson 13		✓
MC-13H	Social Studies: I Have a Dream	Lesson 13		
MC-13I	Processing the Content	Lesson 13		





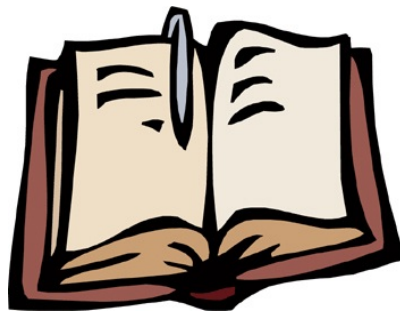
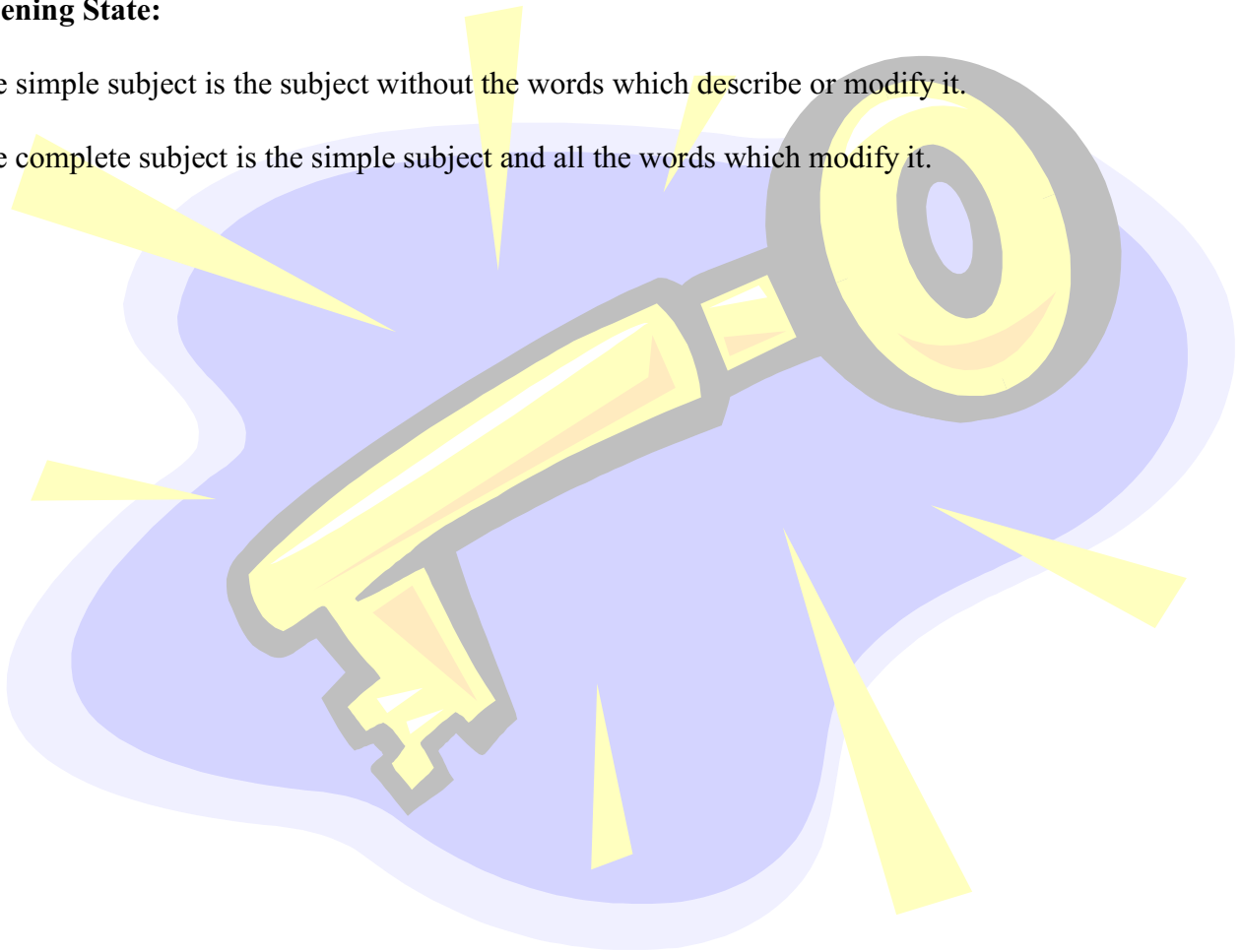
Student Assignment Sheet

Lesson 13

Opening State:

The simple subject is the subject without the words which describe or modify it.

The complete subject is the simple subject and all the words which modify it.





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

13A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

“science may has found a cure for most evils, but it has find no remedy for the worstest of them all - the apathy of human Beings

–helen keller

Advanced Activity:

In each clause of the above sentence, draw a line under the complete subject. Circle the verbs and helping verbs.





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

13A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

“science may has found a cure for most evils but it has find no remedy for the worstest of them all - the apathy of human Beings

–helen keller

Advanced Activity:

In each clause of the above sentence, draw a line under the complete subject. Circle the verbs and helping verbs.

Answer:

“Science may have found a cure for most evils, but it has found no remedy for the worst of them all - the apathy of human beings.”

–Helen Keller





Christ-Like Quality

Being Self -Controlled

Name _____

Date _____

13B

1. Display *T-Chart* constructed on the previous day.
2. *Think-Pair-Square*. “Think of two people of God who demonstrated being in control of themselves.”
3. *Think-air-Square*. “Do these examples suggest anything else that we should add to our *T-Chart*?”
4. Remind students to be alert for situations today that give them the opportunity to be self-controlled. Emphasize the importance of prayer and dependence on God for development of self-control.





Language Arts Focus

Name _____

Date _____

13C

Read Write Source 2000, #435.3 - 435.7. Using the sentences you wrote in the last lesson (12E), find the predicate. Circle the simple predicate in each sentence. Put brackets around each complete predicate.





Science

Smoking Ads

Name _____

Date _____

13D

1. Each student will find a full-color smoking ad from a magazine.
2. *Think-Square-Share.* Study the ads carefully and try to determine what “image” the media is trying to sell.
3. Redraw the picture as an ad showing what reality will be if the people in the picture continue smoking.

Example: Beautiful woman

Media message: you will look beautiful like this woman if you smoke this brand.

Reality: Draw “beautiful woman” with black teeth, stained hands, and coughing.

4. Make a whole-class display of your pictures. Make a title saying something like: Here’s what you can look forward to if you smoke!





Science

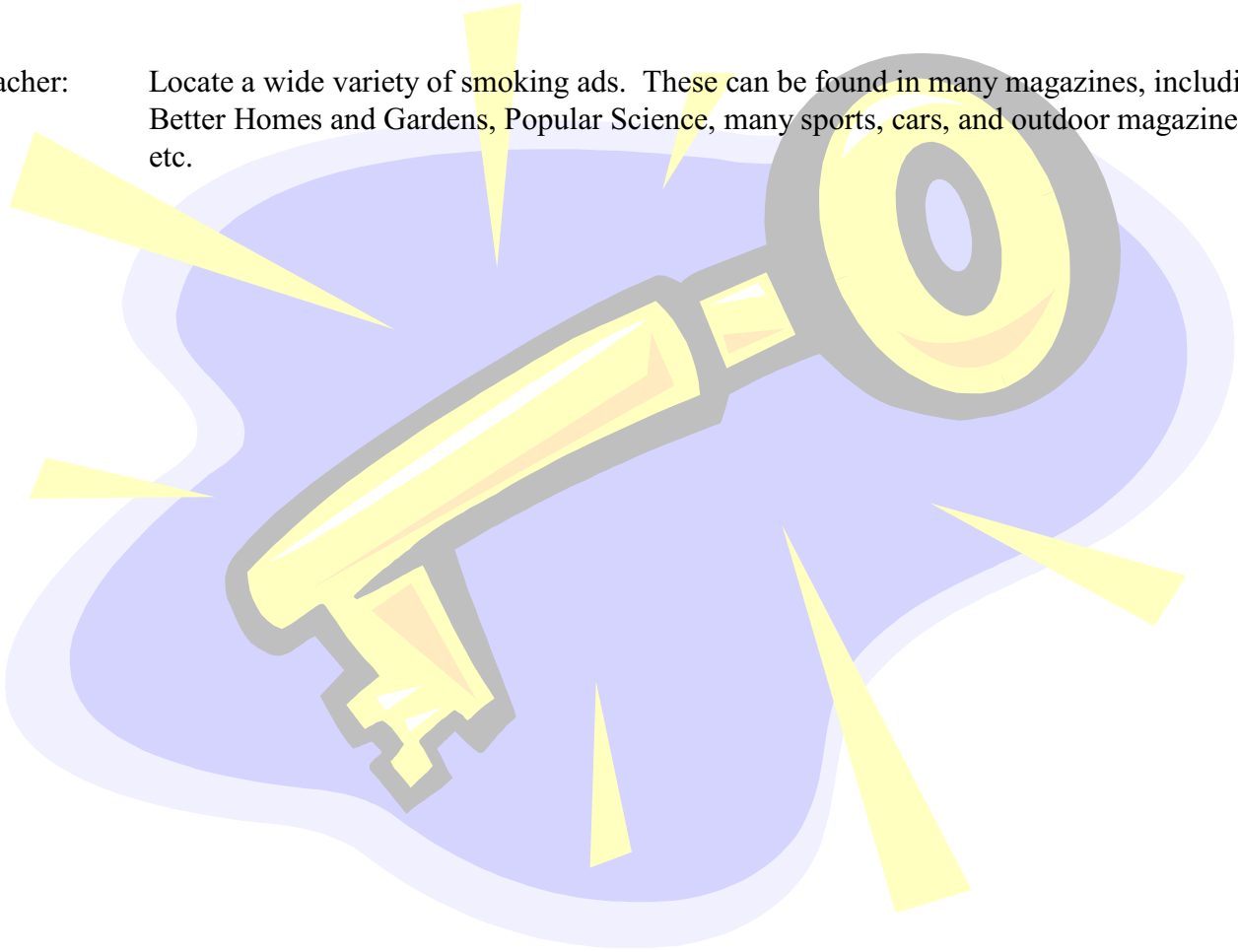
Smoking Ads

Name _____

Date _____

13D

Teacher: Locate a wide variety of smoking ads. These can be found in many magazines, including Better Homes and Gardens, Popular Science, many sports, cars, and outdoor magazines, etc.





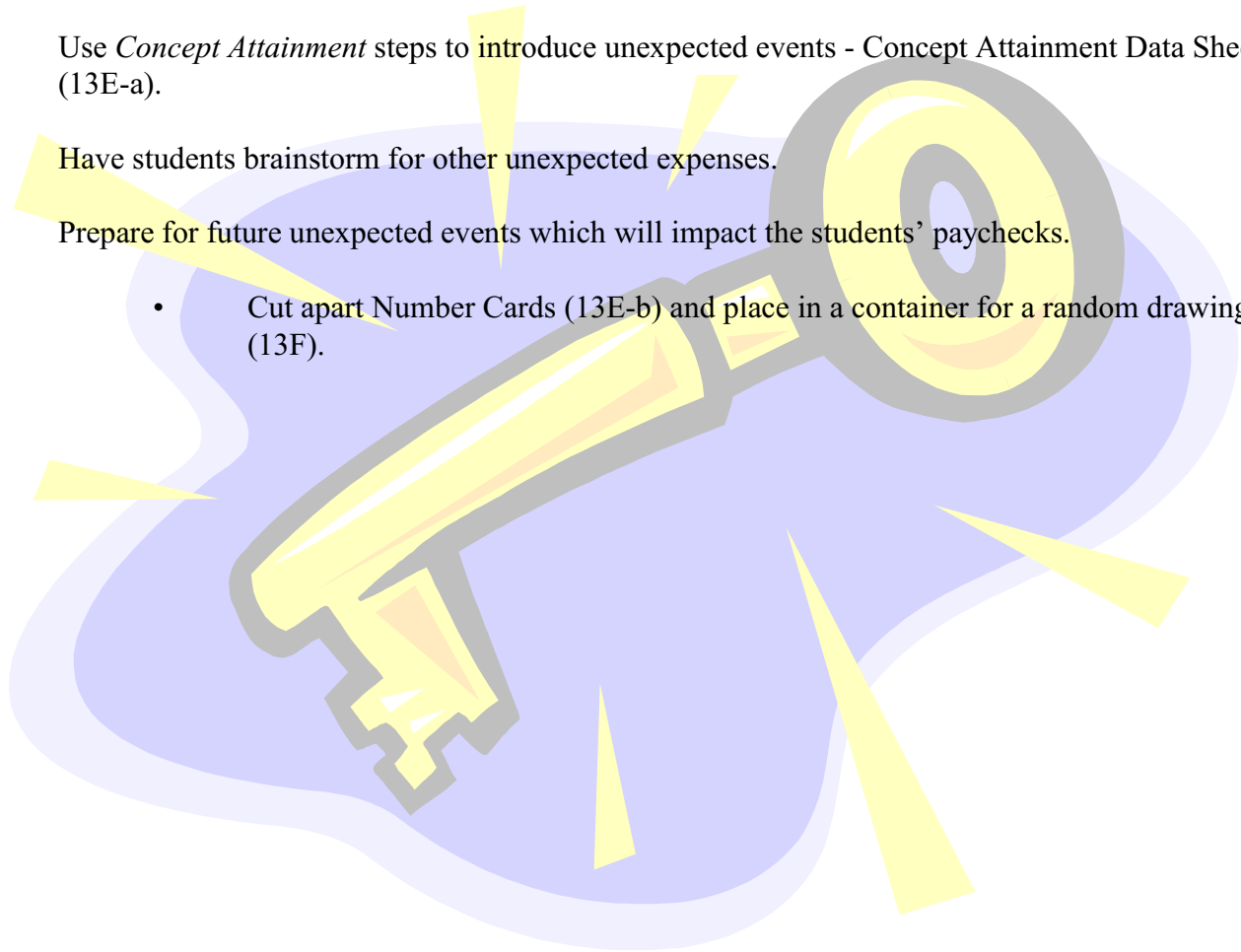
Concept Attainment

Name _____

Date _____

13E

1. Use *Concept Attainment* steps to introduce unexpected events - Concept Attainment Data Sheet (13E-a).
2. Have students brainstorm for other unexpected expenses.
3. Prepare for future unexpected events which will impact the students' paychecks.
 - Cut apart Number Cards (13E-b) and place in a container for a random drawing (13F).



WHAT????





Concept Attainment

Data Sheet

Name _____

Date _____

13E-a

YES NO

- | | <u>YES</u> | <u>NO</u> | |
|-----|-------------------------------------|-------------------------------------|--|
| 1. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Your car transmission goes out and you have to get it repaired. |
| 2. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | You get your paycheck. |
| 3. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | A tree falls on your fence and you have to fix it. It costs \$105. |
| 4. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Your dog soils the carpet and you have to get it cleaned. It costs \$25. |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | You buy food at a grocery store. It costs \$37. |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | You pay your child's tuition. |
| 7. | <input type="checkbox"/> | <input type="checkbox"/> | Your cat gets sick and you have to take it to the vet. The charge \$55. |
| 8. | <input type="checkbox"/> | <input type="checkbox"/> | Your neighbor gives you \$20 for taking her daughter to school every morning. |
| 9. | <input type="checkbox"/> | <input type="checkbox"/> | Your child gives you a note from school saying that in a month, they will be going on a field trip and will need \$15. |
| 10. | <input type="checkbox"/> | <input type="checkbox"/> | Your microwave quits working and you have to replace it. A new one costs \$99. |
| 11. | <input type="checkbox"/> | <input type="checkbox"/> | You pay your house payment of \$450. |
| 12. | <input type="checkbox"/> | <input type="checkbox"/> | You get sick and have to go to the doctor. You pay \$75 for the visit. |
| 13. | <input type="checkbox"/> | <input type="checkbox"/> | You get paid \$200 for an article you write for <i>Reader's Digest</i> . |
| 14. | <input type="checkbox"/> | <input type="checkbox"/> | You buy \$11 of gas for your car. |
| 15. | <input type="checkbox"/> | <input type="checkbox"/> | Your electric bill payment does not arrive on time and your phone is disconnected. They want \$50 to reconnect. |
| 16. | <input type="checkbox"/> | <input type="checkbox"/> | You chip a tooth and it costs \$150 to have a dentist fix it. |
| 17. | <input type="checkbox"/> | <input type="checkbox"/> | You pay \$40 for yearly vaccinations for your pet. |
| 18. | <input type="checkbox"/> | <input type="checkbox"/> | Your child loses his gym shoes and you have to replace them. |
| 19. | <input type="checkbox"/> | <input type="checkbox"/> | Your washing machine quits working and you have to have it repaired. The charge is \$39. |
| 20. | <input type="checkbox"/> | <input type="checkbox"/> | You pay your car insurance bill of \$200. |
| 21. | <input type="checkbox"/> | <input type="checkbox"/> | You don't pass your licensing test and you have to pay for a retake. |





Concept Attainment

Name _____

Date _____

13E-a

	<u>YES</u>	<u>NO</u>	
1.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Your car transmission goes out and you have to get it repaired.
2.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	You get your paycheck.
3.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A tree falls on your fence and you have to fix it. It costs \$105.
4.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Your dog soils the carpet and you have to get it cleaned. It costs \$25.
5.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	You buy food at a grocery store. It costs \$37.
6.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	You pay your child's tuition.
7.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Your cat gets sick and you have to take it to the vet. The charge \$55.
8.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Your neighbor gives you \$20 for taking her daughter to school every morning.
9.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Your child gives you a note from school saying that in a month, they will be going on a field trip and will need \$15.
10.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Your microwave quits working and you have to replace it. A new one costs \$99.
11.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	You pay your house payment of \$450.
12.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	You get sick and have to go to the doctor. You pay \$75 for the visit.
13.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	You get paid \$200 for an article you write for <i>Reader's Digest</i> .
14.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	You buy \$11 of gas for your car.
15.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Your electric bill payment does not arrive on time and your phone is disconnected. They want \$50 to reconnect.
16.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	You chip a tooth and it costs \$150 to have a dentist fix it.
17.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	You pay \$40 for yearly vaccinations for your pet.
18.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Your child loses his gym shoes and you have to replace them.
19.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Your washing machine quits working and you have to have it repaired. The charge is \$39.
20.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	You pay your car insurance bill of \$200.
21.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	You don't pass your licensing test and you have to pay for a retake.





Number Cards

Name _____

Date _____

13E-b

1	3	4	5	6
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30





Financial Simulation

Month 6

Name _____

Date _____

13F

1. Give each student his paychecks and bills for month 6. Each student will mark the pay checks as deposits in the bank register and in spreadsheets.
2. Students will draw a number card. If the student draws number 1-20, teacher reads the Real Life Statement (13F-a) which corresponds to the number drawn. (Or post the statements for students to read.) The student will either have unexpected income or unexpected expense with which they will have to deal. They may need to adjust their budgets to provide for the unexpected expense.

If the student draws number 21-30, their budget is not affected.
3. Students will write checks to pay bills.
4. If they need to take out loans to cover expenses, they may do so. Follow the instructions on Lesson 8.





Real Life Statement

Name _____

Date _____

13F-a

1. Your car transmission needs repair, cost: \$130.00.
2. You receive a bonus from work, \$50.00.
3. A storm causes a tree to fall on your fence: \$75.00.
4. You receive a gift from mom and dad for your birthday: \$100.00.
5. Your washing machine breaks and you must replace it: \$230.00.
6. Unexpected guest spend the weekend with you and you must buy additional groceries: \$80.00.
7. Your brother has you baby-sit his children, you earn \$25.00.
8. You have to visit an urgent care center and you must pay the amount your insurance does not: \$63.50.
9. You chip a tooth and the dentist bill is: \$150.00.
10. Your dog needs it's vaccinations this month, cost: \$63.75.
11. You receive \$100.00 for writing a story that is published in Reader's Digest.
12. Your neighbor gives you \$20.00 for taking her daughter to school all week.
13. Your child loses his/her athletic shoes, cost to replace them: \$35.75.
14. Your child brings home a note that informs you they need to bring in \$10.00 for a field trip in three weeks.
15. Your microwave quits working and you need to replace it: cost \$95.00.
16. Your child has a birthday party, the cost to you: \$250.00.
17. You find an envelope in your file cabinet with \$15.00.
18. The grandparents send you a check for \$60.00 to help with the grandchildren's clothing costs.
19. Your computer hard drive crashes and you need to replace it, the cost: \$1145.00.
20. Your child has school pictures taken, cost \$68.50.





Habits of Mind

Begin with the End in Mind

Name _____

Date _____

13G

Present your personal mission statement to the class. The statement can be simply read aloud, written artistically on paper or with a computer. The statement should not just be heard verbally, but also seen by a drawing, symbol, dramatic presentation or song.

Place your mission statement where you will see it often - on the mirror in your room, inside your binder or on your desk.



Taken from The 7 Habits of Highly Effective Teens by Sean Covey





Social Studies

I Have a Dream

Name _____

Date _____

13H

1. Discuss the march on Washington and Martin Luther King’s “I Have a Dream” speech.
2. Listen to a recording of the song “Jesus Loves the Little Children.” Compare the lyrics to the “I Have a Dream” speech. Are there any similarities?
3. Create a collage about Martin Luther King Jr. Your collage must include:

3-5 words or phrases
3-5 pictures or drawings

that represent Martin Luther Kings Jr. and his achievements.

Homework: Read about the Civil Rights Act and the walk from Selma to Montgomery.





Social Studies

I Have a Dream

Name _____

Date _____

13H

Discussion:

Does Martin Luther King Jr.'s dream sound like a dream Jesus has for us?





Processing the Content

Name _____

Date _____

13I

»»» *Think-Square-Share.* List the three most difficult things you did today.

Students number off: 1, 2, 3 and 4. After an appropriate amount of time:

Numbers one and two share and explain.

Numbers three and four share answers and explain the reason for their choice.

»»» Use *Random Call* to share your response.





Student Assignment Sheet

Lesson 14

“Life is a cup to be filled, not drained.”

–Anonymous

Assignment Code	Assignment Description	Date Due	Done	Portfolio
Opening Slate	What do you remember about the “I Have a Dream” speech?	Lesson 14		
MC-14A	MUGS	Lesson 14		
MC-14B	Language Arts Focus: Conjunctions	Lesson 14		
MC-14C	Science: Smoking Survey	Lesson 17		
MC-14D	Literature Circle and Response	Lesson 17		
MC-14E	Financial Simulation	Lesson 15		
MC-14F	Social Studies: March on Washington	Lesson 14		
MC-14G	Journal	Lesson 14		





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

14A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

“when we let freedom ring when we let it ring from every village and every hamlet from ever State on every city we be able to speed up that there day when all of gods children... will able to join hand and sang...’Free at Last

–martin luther jr king

Advanced Activity:

Underline each conjunction in the above sentence.





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

14A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

“when we let freedom ring when we let it ring from every village and every hamlet from ever State on every city we be able to speed up that there day when all of gods children... will able to join hand and sang...”Free at Last

–martin luther jr king

Advanced Activity:

Underline each conjunction in the above sentence.

Answer:

“When we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God’s children... will be able to join hands and sing...”Free at last!”

–Martin Luther King, Jr.





Language Arts Focus

Conjunctions

Name _____

Date _____

14B

Read Write Source 2000, #456.1 about conjunctions. Take note of the “Kinds of Conjunctions” table. Make a list of at least six conjunctions that are used in “Child of the Silent Night” (5/6) or “A Long Way Around” (7/8). Include examples of subordinate conjunctions, correlative conjunctions, and subordinate conjunctions.

Subordinate	Correlative	Subordinate





Language Arts Focus

Conjunctions

Name _____

Date _____

14B

Read Write Source 2000, #792 about conjunctions. Take note of the “Kinds of Conjunctions” table. Make a list of at least six conjunctions that are used in “Child of the Silent Night” (5/6) or “A Long Way Around” (7/8). Include examples of coordinate conjunctions, correlative conjunctions, and subordinate conjunctions.

Grades 5/6 - (Answers will vary)

Coordinate	Correlative	Subordinate
<i>but</i>	<i>as</i>	<i>after</i>
<i>and</i>	<i>both</i>	<i>when</i>
<i>for</i>		<i>that</i>
<i>or</i>		<i>if</i>
<i>so</i>		<i>before</i>
		<i>as if</i>

Grades 7/8 - (Answers will vary)

Coordinate	Correlative	Subordinate
<i>but</i>	<i>just</i>	<i>thought</i>
<i>and</i>		<i>until</i>
<i>so</i>		<i>when</i>
		<i>as if</i>
		<i>after</i>
		<i>as if</i>
		<i>after</i>
		<i>somehow</i>
		<i>because</i>
		<i>while</i>





Science

Smoking Survey

Name _____

Date _____

14C

1. Work with a partner to do Class Activity 14-2 p. 347 of Explore God's Creation, Life Series, SDA Science/Health Text.
2. Share your results with your classmates to see how they compared.





Literature Circle

5th and 6th - *Life Reading Series* Level 12
“Child of the Silent Night” p. 34-36

7th and 8th - *Life Reading Series* Level 14
“The Long Way Around” p. 57-65

Name _____

Date _____

14D

1. Organize students into groups by their reading level. Groups should have no more than four members and no fewer than three.
2. The Discussion Director (the person with the most cousins) will begin discussion by asking the Summarizer to give their report. Other members may feel free to make comments. The other roles should be determined in continuing numerical order:
 - Second - Summarizer
 - Third - Travel Tracer
 - Fourth - Investigator/Illustrator
3. The first ten minutes should be spent preparing their Role Sheet (Appendix).
4. Group members will gather together and the Discussion Director will lead a twenty-minute discussion on the reading assignments. The Discussion Director will work in conjunction with the Literary Luminary who will add to the discussion by sharing important passages – **read directly from the reading.**
5. Each student will then individually complete the Literature Circle Response Sheet (14D-a).
6. **Reading Log Check**





Literature Circle Response

5th and 6th grade “Child of the Silent Night”

7th and 8th grade “The Long Way Around”

Name _____

Date _____

14D-a

Each student will respond individually to the following:

1. Two lines worth rereading:

2. Why these lines are worth rereading?

3. **5th and 6th grade:** Compare Laura’s ability to communicate at the beginning of the story to her ability at the end. Predict what she will do next.

7th and 8th grade: Compare Patty’s attitude at the beginning of the story to her attitude at the end. Predict what she will do next.

4. A quotable quote from the reading:

5. Our unit theme is choice. Name two choices made by someone in the story.





Literature Circle Response

5th and 6th grade “Child of the Silent Night”

7th and 8th grade “The Long Way Around”

Name _____

Date _____

14D-a

Each student will respond individually to the following:

1. Two lines worth rereading: Answers will vary
2. Why these lines are worth rereading? Answers will vary
3. **5th and 6th grade:** Compare Laura’s ability to communicate at the beginning of the story to her ability at the end. Predict what she will do next.

Answers will vary, possible responses: Laura could only communicate in the most simple way in the beginning. At the end she was able to understand about letters and words. Prediction: She will learn to read and then write to receive and give messages. Possibly she’ll go to college.

7th and 8th grade: Compare Patty’s attitude at the beginning of the story to her attitude at the end. Predict what she will do next.

Answers will vary, possible responses: Patty was grieving and angry at everyone in the beginning. In the end she realized that people did care about her and were doing things to help her and make her happy. Prediction: She will slowly get over the death of her mother and begin to accept Alice and possibly start to make friends at school.

4. A quotable quote from the reading: Answers will vary
5. Our unit theme is choice. Name two choices made by someone in the story.

5th and 6th grade: Answers will vary, possible responses: Laura’s parents had to choose to leave her at the school, or not. Dr. Howe had to choose to teach Laura, or not. Laura had to choose to cooperate, or not.

7th and 8th grade: Answers will vary, possible response: Patty had to choose to accept Alice, or not. Patty had to choose what to take when she left. Patty had to choose to call home or not.





Financial Simulation

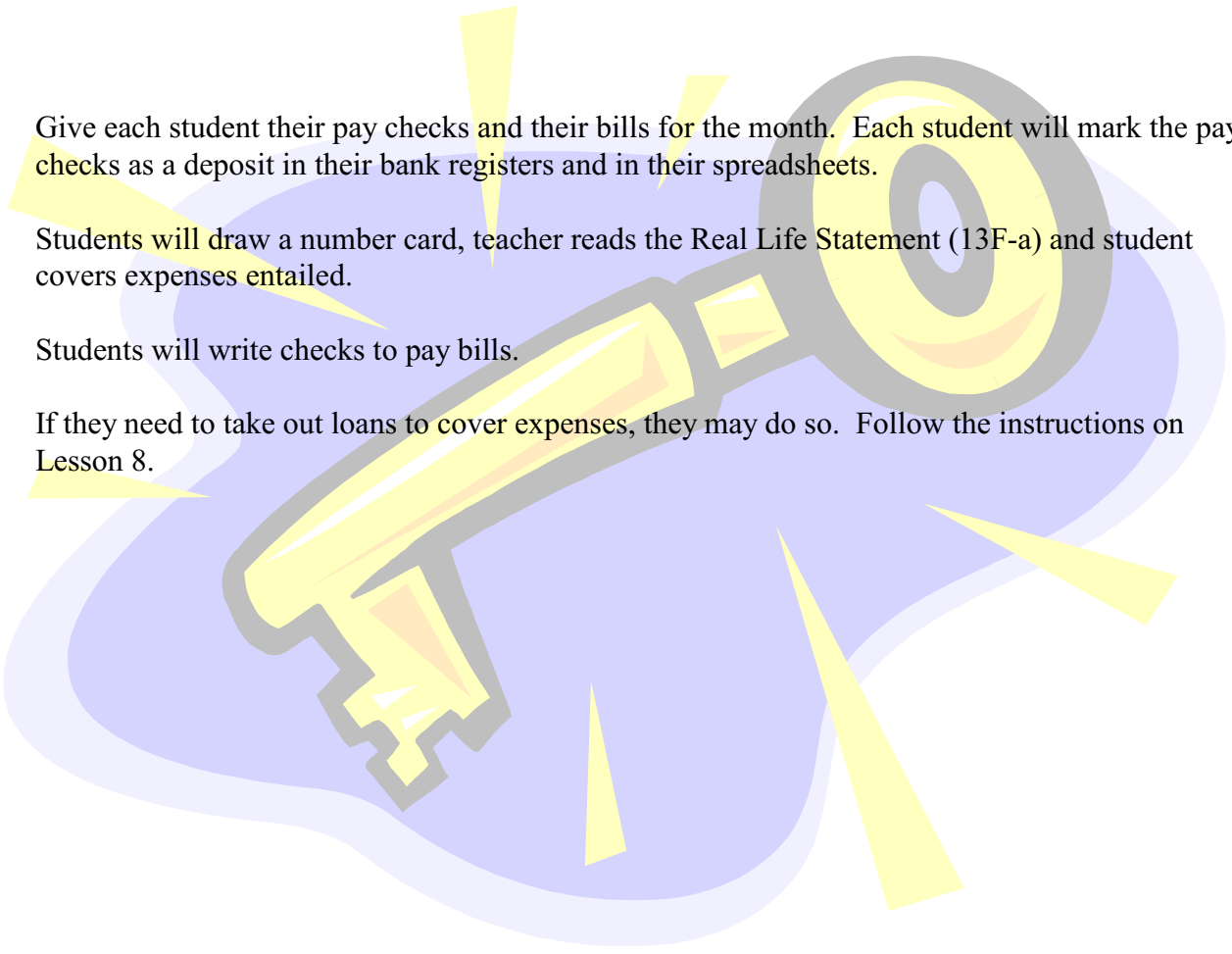
Month 7

Name _____

Date _____

14E

1. Give each student their pay checks and their bills for the month. Each student will mark the pay checks as a deposit in their bank registers and in their spreadsheets.
2. Students will draw a number card, teacher reads the Real Life Statement (13F-a) and student covers expenses entailed.
3. Students will write checks to pay bills.
4. If they need to take out loans to cover expenses, they may do so. Follow the instructions on Lesson 8.





Social Studies

March on Washington

Name _____

Date _____

14F

Imagine you were on the walk from Selma to Montgomery. Write a journal entry describing your day. Include what happened, how you felt, what part the media (radio, TV) played in it, and whether you would do it again knowing what could happen.

Homework: Read about Malcolm X.





Social Studies

March on Washington

Name _____

Date _____

14F

Imagine you were on the walk from Selma to Montgomery. Write a journal entry describing your day. Include what happened, how you felt, what part the media (radio, TV) played in it, and whether you would do it again knowing what could happen.

Homework: Read about Malcolm X.

First discuss the Civil Rights Act and the Walk from Selma to Montgomery.

Discuss the role of the media. These acts against the civil rights activists were talked about on radio and shown on National TV which influenced many people for Civil Rights.

Discuss how the media can work for or against certain causes, it can present reality or propaganda and distortion.





Journal

Name _____

Date _____

14G

What parts of your budget and check-writing activities are giving you're the most satisfaction? Why?

What parts of your budget are the most frustrating? Why?



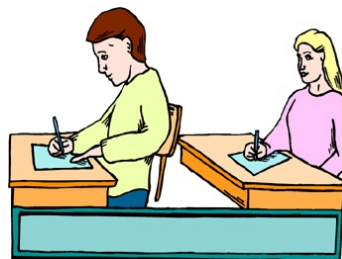


Student Assignment Sheet Lesson 15

“What we need is more people who specialize in the impossible.

–Theodore Roethke

Assignment Code	Assignment Description	Date Due	Done	Portfolio
Opening Slate	What is an example of a good choice you made yesterday?	Lesson 15		
MC-15A	MUGS	Lesson 15		
MC-15B	CLQ: Being Self-Controlled	Lesson 15		
MC-15C	Language Arts Focus: Compound Sentences	Lesson 15		
MC-15D	HOM	Lesson 15		
MC-15E	Financial Simulation	Lesson 16		
MC-15F	Social Studies: Malcolm X	Lesson 15		
MC-15G	Science: Health Effects	Lesson 17		✓
MC-15H	Processing the Process	Lesson 15		





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

15A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

“if at the end i has lost every friend on earth i shall had one friend left and that friend shall be down inside me”

–abraham lincoln

Advanced Activity:

Underline the complete subject once and the complete predicate twice, in each clause of the above sentence.





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

15A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

“if at the end i has lost every friend on earth i shall had one friend left and that friend shall be down inside me”

–abraham lincoln

Advanced Activity:

Underline the complete subject once and the complete predicate twice, in each clause of the above sentence.

Answer:

“If at the end, I have lost every friend on earth, I shall have one friend left and that friend shall be down inside me.”

–Abraham Lincoln





Christ-Like Quality

Being Self-Controlled

Name _____

Date _____

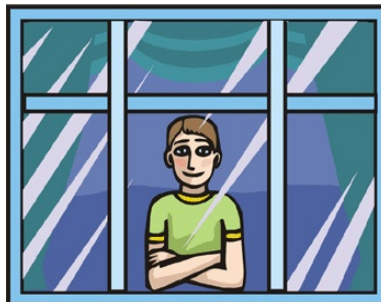
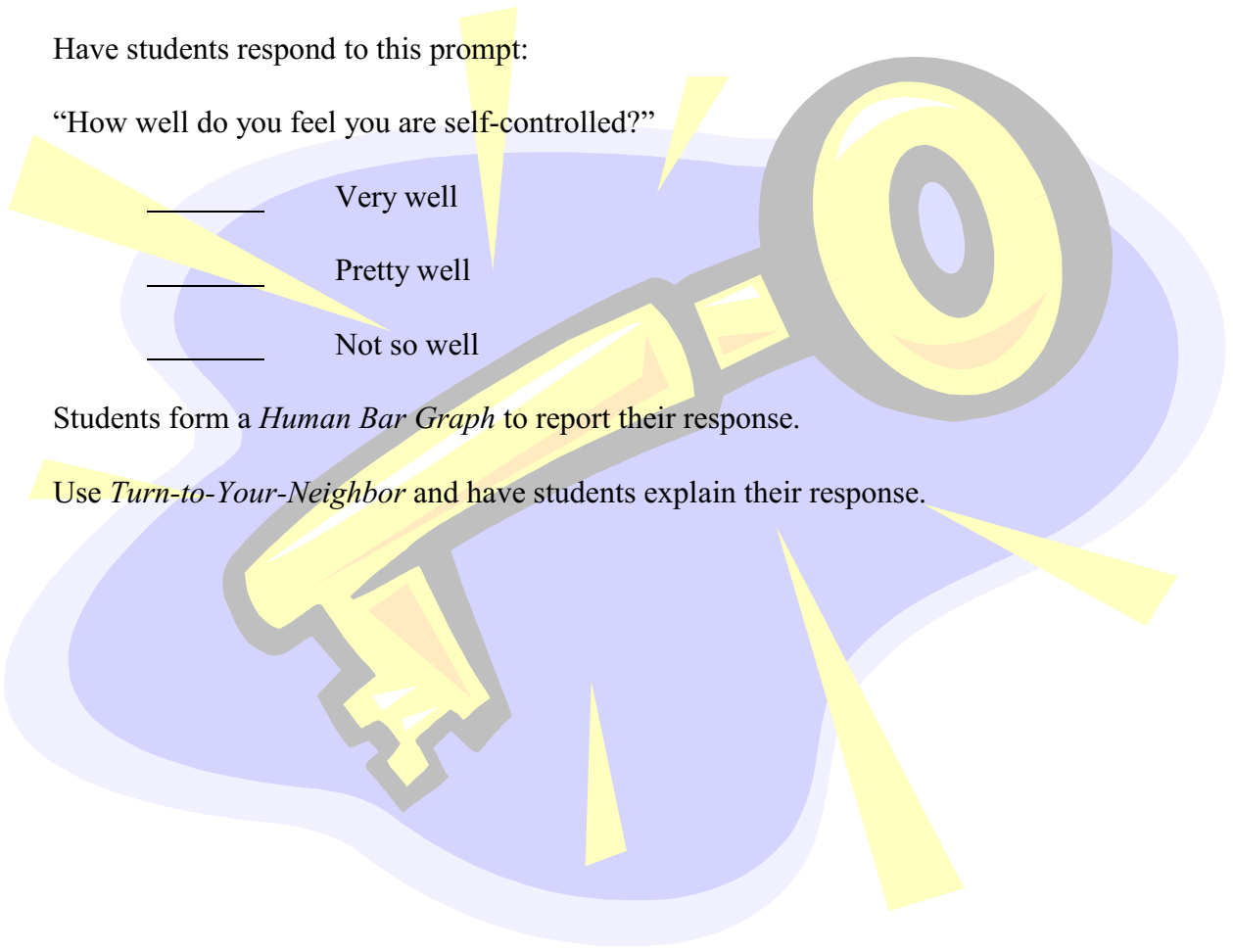
15B

1. Have students respond to this prompt:

“How well do you feel you are self-controlled?”

- _____ Very well
- _____ Pretty well
- _____ Not so well

2. Students form a *Human Bar Graph* to report their response.
3. Use *Turn-to-Your-Neighbor* and have students explain their response.





Language Arts Focus

Compound Sentences

Name _____

Date _____

15C

Read Write Source 2000, #437.4 about Compound Sentences. Using a coordinate conjunction - and, but, or, or so, combine the two sentences into a compound sentence.

1. I try to avoid illness. The flu bug always finds me.
2. I drink plenty of water. I get plenty of sleep.
3. I choose not to smoke. I choose not to drink alcoholic beverages.
4. She was wearing her seat belt. She was killed when a drunk driver hit her car.
5. Are you feeling better? Should you go to the doctor?
6. I am very tired. I will go to bed early.





Language Arts Focus

Compound Sentences

Name _____

Date _____

15C

Read Write Source 2000, #437.4 about Compound Sentences. Using a coordinate conjunction - and, but, or, or so, combine the two sentences into a compound sentence.

Conjunction used may vary.

1. I try to avoid illness, but the flu bug always finds me.
2. I drink plenty of water, and get plenty of sleep.
3. I choose not to smoke, or drink alcoholic beverages.
4. She was wearing her seat belt, but she was killed when a drunk driver hit her car.
5. Are you feeling better, or should you go to the doctor?
6. I am very tired, so I will go to bed early.





Habits of Mind

Begin with the End in Mind

Name _____

Date _____

15D

If your mission is to shoot a three-pointer in the game of basketball, your first goal is to know how to hold the basketball. What would be other simple steps that you would need to master before having the skill of shooting three-pointers?

Pull out your mission statement and look at it again. How can you breakdown these ideas into simple steps that you can handle? Breaking down your mission into doable steps is called goal setting.

Have there ever been goals that you have never reached? Why didn't you reach them? Think of a goal that you reached. Why were you able to do what you set out to do?



Taken from The 7 Habits of Highly Effective Teens by Sean Covey





Financial Simulation

Month 7

Name _____

Date _____

15E

1. Give each student their pay checks and their bills for the month. Each student will mark the pay checks as a deposit in their bank registers and in their spreadsheets.
2. Students will draw a number card, teacher reads the Real Life Statement (13F-a) and student covers expenses entailed.
3. Students will write checks to pay bills.
4. If they need to take out loans to cover expenses, they may do so. Follow the instructions on Lesson 8.





Social Studies

Malcolm X

Name _____

Date _____

15F

You will be assigned a partner for this activity. One of you will be Martin Luther King, Jr. and the other will be Malcolm X. You are to sit facing each other. Martin Luther King, Jr. begins the conversation with this statement “Separation is no different from Segregation.” The two of you discuss this until the teacher says time is up. Then Malcolm X begins the conversation with this statement “Integration into a racist society won’t work!” Discuss this until time is up. Remember you must stick to the views of the person you are representing!

Answer the following questions:

What enlightening experience did Malcolm X have when he went to Mecca?
What affect did this have on his life and his teachings?





Science

Substance Matrix

Name _____

Date _____

15G

1. Students work in pairs or groups to discover the Matrix (15G-a) information. Use resources such as Internet, Encarta, health books, health professionals, encyclopedias, and so on.
2. After obtaining the information about these substances, create a ranking. Place the substances in order from 1-13, with 1 being least harmful to 13 being the worst.
3. Share your rankings with another pair (or group) to compare lists. Be prepared to defend your ranking list.





Substance Matrix

Name _____

Date _____

15G-a

Substance	Legal? (for student)	Addictive?	Other Names	Stimulant or Depressant	Effects on body
1. Alcohol					
2. Aspirin					
3. Nicotine					
4. Marijuana					
5. Antibiotics					
6. Cocaine					
7. Steroids					
8. LSD					
9. Crack					
10. Angel Dust					
11. Amphetamines					
12. Heroin					
13. Caffeine					





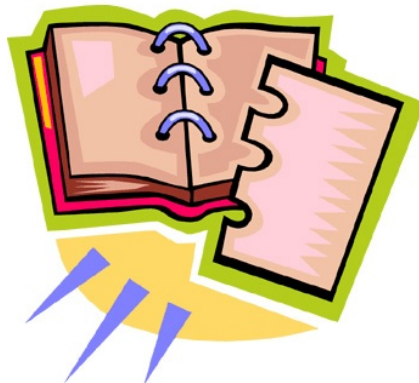
Processing the Process

Name _____

Date _____

15H

Is the Christ-Like Quality “Self Control” easier or harder for you than other Christ-Like Quality’s we’ve studied? Why? Which of the civil rights leaders do you think showed “self-control” and why?





Student Assignment Sheet Lesson 16

“Luck is when opportunity knocks and you answer.”

–Anonymous

Assignment Code	Assignment Description	Date Due	Done	Portfolio
Opening Slate	Think about your substance ranking (15G). Would you change the ranking order? Why/Why not?	Lesson 16		
MC-16A	MUGS	Lesson 16		
MC-16B	CLQ: Following Through	Lesson 16		
MC-16C	Language Arts Focus: Complex Sentences	Lesson 16		
MC-16D	Community Experience Update	Lesson 16		
MC-16E	Financial Simulation: Buying a Car	Lesson 16		
MC-16F	Directed Reading: 5 th - 8 th grade <i>Life Reading Series</i> Level 14, “Freedom and the Future” p. 194-198	Lesson 16		
MC-16G	Social Studies: Nonviolence	Lesson 17		
MC-16H	Financial Simulation	Lesson 18		

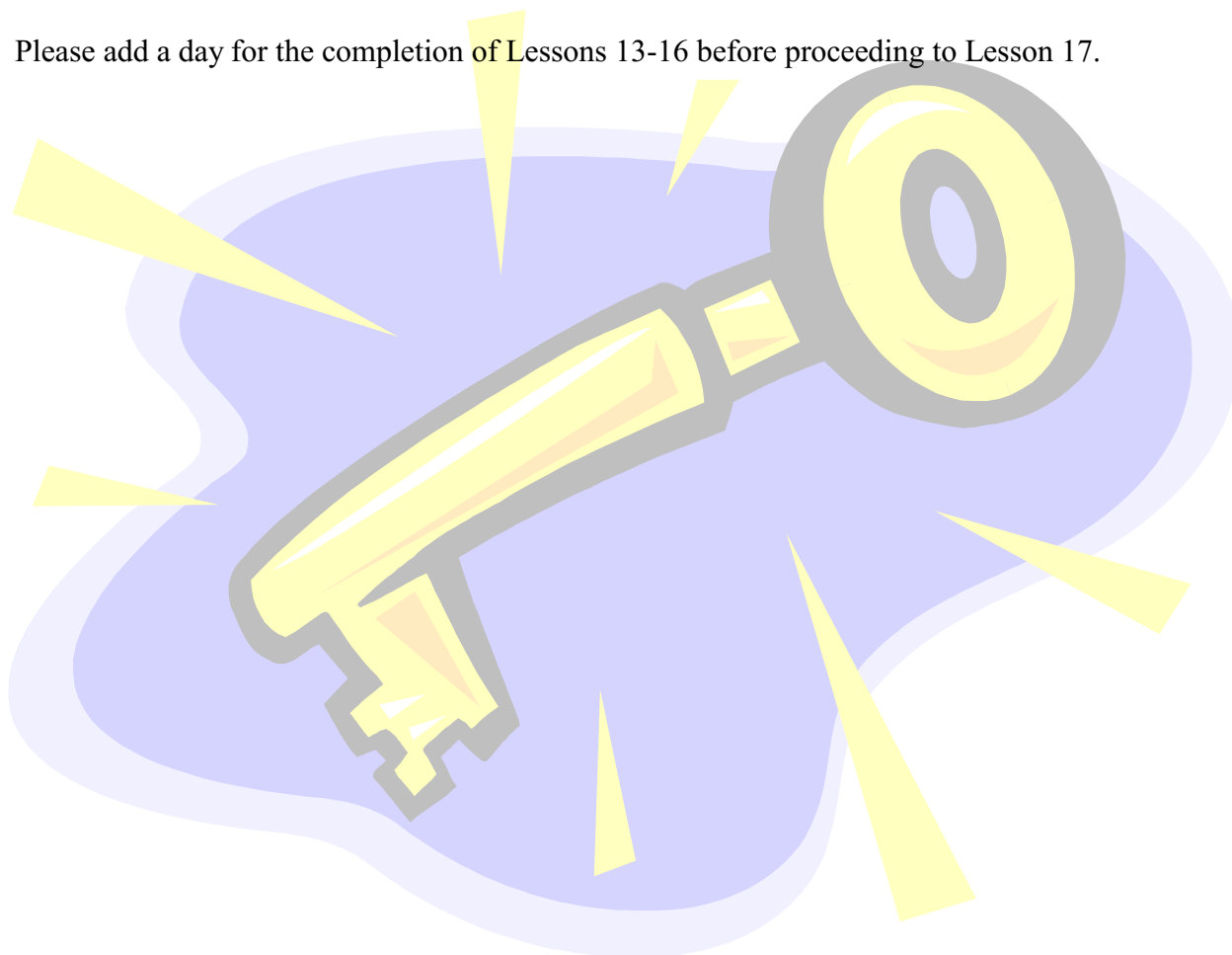




Student Assignment Sheet

Lesson 16

Please add a day for the completion of Lessons 13-16 before proceeding to Lesson 17.





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

16A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

judgement is affected buy the use of alcohol so individuals shall taken greater risk?

Advanced Activity:

Rewrite the above sentence three times replacing the conjunction “so” each time. Use these conjunctions: because, since, after.





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

16A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

judgement is affected buy the use of alcohol so individuals shall taken greater risk?

Advanced Activity:

Rewrite the above sentence three times replacing the conjunction “so” each time. Use these conjunctions: because, since, after.

Answers may vary:

Judgment is affected by the use of alcohol, so individuals will taker greater risks.

Because judgment is affected by the use of alcohol, individuals will take greater risks.

Since judgment is affected by the use of alcohol, individuals will take greater risks.

After judgement is affected by the use of alcohol, individuals will take greater risks.





Christ-Like Quality

Following Through

Name _____

Date _____

16B

1. Use *Voting Technique*. “It is easy for me to follow through.”
2. Give at least one example of this skill from the ministry of Christ. Extend by giving other Biblical and/or current examples of “following through.”
3. Develop a *T-Chart* for “following through.”
4. Post *T-Chart* and encourage students to remember to “following through.”





Language Arts Focus

Complex Sentences

Name _____

Date _____

16C

Read Write Source 2000, #438.1. Using a subordinate conjunction, Write Source 2000, #456.3 combine the two sentences to form a complex sentence. If you put the conjunction at the beginning of the sentence, you must use a comma where the sentences are joined.

1. You must exercise. You want to lose weight.
2. Tobacco is harmful to your health. Some people choose to smoke.
3. I went to college. I have a job I like.
4. He lost his job. He has been using harmful drugs.
5. We return our tithe to God. He blesses our family.
6. We want to go on vacation. We will save our money.
7. He gave up his seat. She could sit down.
8. Finish your chores. You may go out to play.





Language Arts Focus

Complex Sentences

Name _____

Date _____

16C

Read Write Source 2000, #438.1. Using a subordinate conjunction, Write Source 2000, #456.3 combine the two sentences to form a complex sentence. If you put the conjunction at the beginning of the sentence, you must use a comma where the sentences are joined.

Subordinate conjunctions will vary.

1. You must exercise as long as you want to lose weight.
2. Although tobacco is harmful to your health, some people choose to smoke.
3. Since I went to college, I have a job I like.
4. He lost his job because he has been using harmful drugs.
5. As long as we return our tithe to God, he blesses our family.
6. Provided that we want to go on vacation, we will save our money.
7. He gave up his seat so that she could sit down.
8. Finish your chores in order that you may go out to play.





Community Experience Update

Name _____

Date _____

16D

Remind students that their community experience/personal project needs to be completed by Lesson 23.





Financial Simulation

Buying a Car

Name _____

Date _____

16E

Students will visit website—

<http://www.microsoft.com/education/curric/activity/dreamcar.htm>. Follow the instructions for buying a dream car. Students will work in their teams to do the activities through Step 2.

This website takes the students step by step through financing a car.





Directed Reading

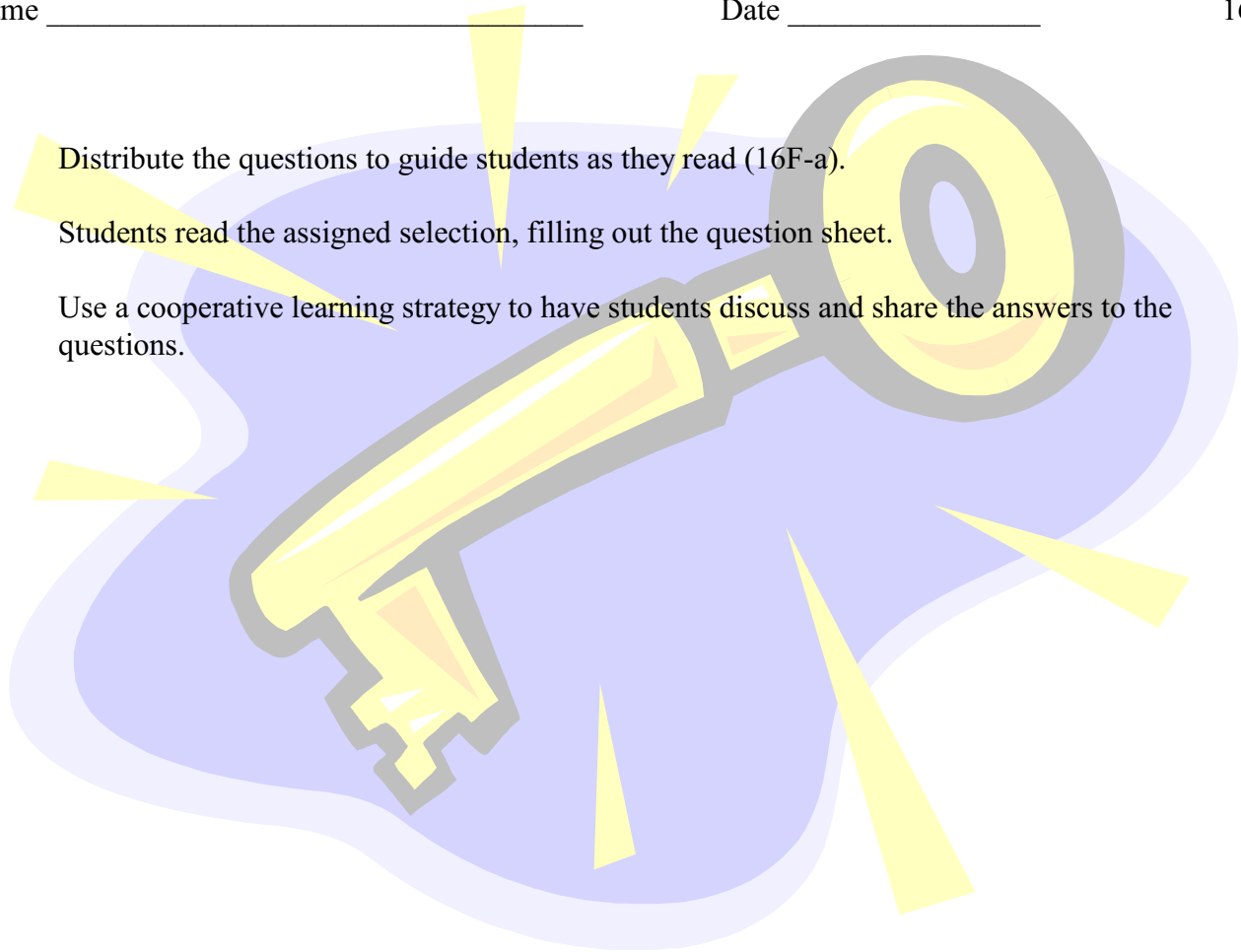
5th - 8th - *Life Reading Series* Level 14
“Freedom and a Future” pages 194-198

Name _____

Date _____

16F

1. Distribute the questions to guide students as they read (16F-a).
2. Students read the assigned selection, filling out the question sheet.
3. Use a cooperative learning strategy to have students discuss and share the answers to the questions.





Directed Reading Activity

Name _____

Date _____

16F-a

1. While reading this article ask yourself what your country means to you.

2. Do you agree with everything these young people said?

3. Of all the children who gave reasons for moving to Canada, which do you relate to most? Why?

4. Do you agree that a good symbol for Canada would be two children holding hands? Why or why not?





Directed Reading Activity

Name _____

Date _____

16F-a

1. While reading this article ask yourself what your country means to you.

Answers will vary.

2. Do you agree with everything these young people said?

Answers will vary.

3. Of all the children who gave reasons for moving to Canada, which do you relate to most? Why?

Answers will vary.

4. Do you agree that a good symbol for Canada would be two children holding hands? Why or why not?

Answers will vary.





Social Studies

Nonviolence

Name _____

Date _____

16G

“Nonviolence is the answer to the crucial political and moral questions of our time; the need for man to overcome oppression and violence without resorting to oppression and violence. Man must (develop) for all human conflict a method which rejects revenge, aggression, and retaliation. The foundation of such a method is love.”

–Martin Luther King, Jr.

Nonviolent protest was a practical strategy of the civil rights protesters. Dr. King encouraged the use of nonviolent resistance, or peaceful means to effect change. He told people to love their oppressors and never fight with them even if provoked.

What is a strength in using the “nonviolent” approach?

What is a perceived weakness in using this approach?





Social Studies

Nonviolence

Name _____

Date _____

16G

“Nonviolence is the answer to the crucial political and moral questions of our time; the need for man to overcome oppression and violence without resorting to oppression and violence. Man must (develop) for all human conflict a method which rejects revenge, aggression, and retaliation. The foundation of such a method is love.”

—Martin Luther King, Jr.

Nonviolent protest was a practical strategy of the civil rights protesters. Dr. King encouraged the use of nonviolent resistance, or peaceful means to effect change. He told people to love their oppressors and never fight with them even if provoked.

What is a strength in using the “nonviolent” approach?

Nonviolent protest preserves the moral integrity of the protesters because they will not use violence against their oppressors. They may also win the respect and support of other people.

What is a perceived weakness in using this approach?

Nonviolent protesters who receive violent treatment have no way to protect themselves from their oppressors.





Financial Simulation

Month 9

Name _____

Date _____

16H

- »»> Give each student their paychecks and their bills for the month. Each student will mark the paychecks as a deposit in their bank registers and in their spreadsheets.
- »»> Students will draw a number card teacher reads the Real Life statement (13F-a) and students covers expenses entailed.
- »»> Students will write checks to pay bills.
- »»> If they need it take out loans to cover expenses, they may do so. Follow the instructions on Lesson 8.





Student Assignment Sheet

Lesson 17

“Your own words are the bricks and mortar of the dreams you want to realize. Your words are the greatest power you have. The words you choose and the use establish the life you experience.”

–Sonia Croquette

Assignment Code	Assignment Description	Date Due	Done	Portfolio
Opening Slate	What is your view of nonviolent protest?	Lesson 17		
MC-17A	MUGS	Lesson 17		
MC-17B	CLQ: Following Through	Lesson 17		
MC-17C	Language Arts Focus: Thank You Letter	Lesson 17		
MC-17D	Financial Simulation	Lesson 18		
MC-17E	Science: Eating Disorders	Lesson 21		
MC-17F	HOM	Lesson 17		
MC-17G	Journal	Lesson 17		





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

17A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

although suicide anorexia and bulimia is relate to the environment each is also a result of a persons mental attitude toward his or her environment

Advanced Activity:

Is the above sentence simple, compound, or complex? _____
Underline the conjunctions in the sentence.





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

17A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

although suicide anorexia and bulimia is relate to the environment each is also a result of a persons mental attitude toward his or her environment

Advanced Activity:

Is the above sentence simple, compound, or complex? Complex
Underline the conjunctions in the sentence.

Answer:

Although suicide, anorexia, and bulimia are related to the environment, each is also a result of a person's mental attitude toward his or her environment.





Christ-Like Quality

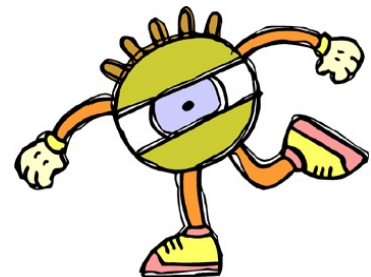
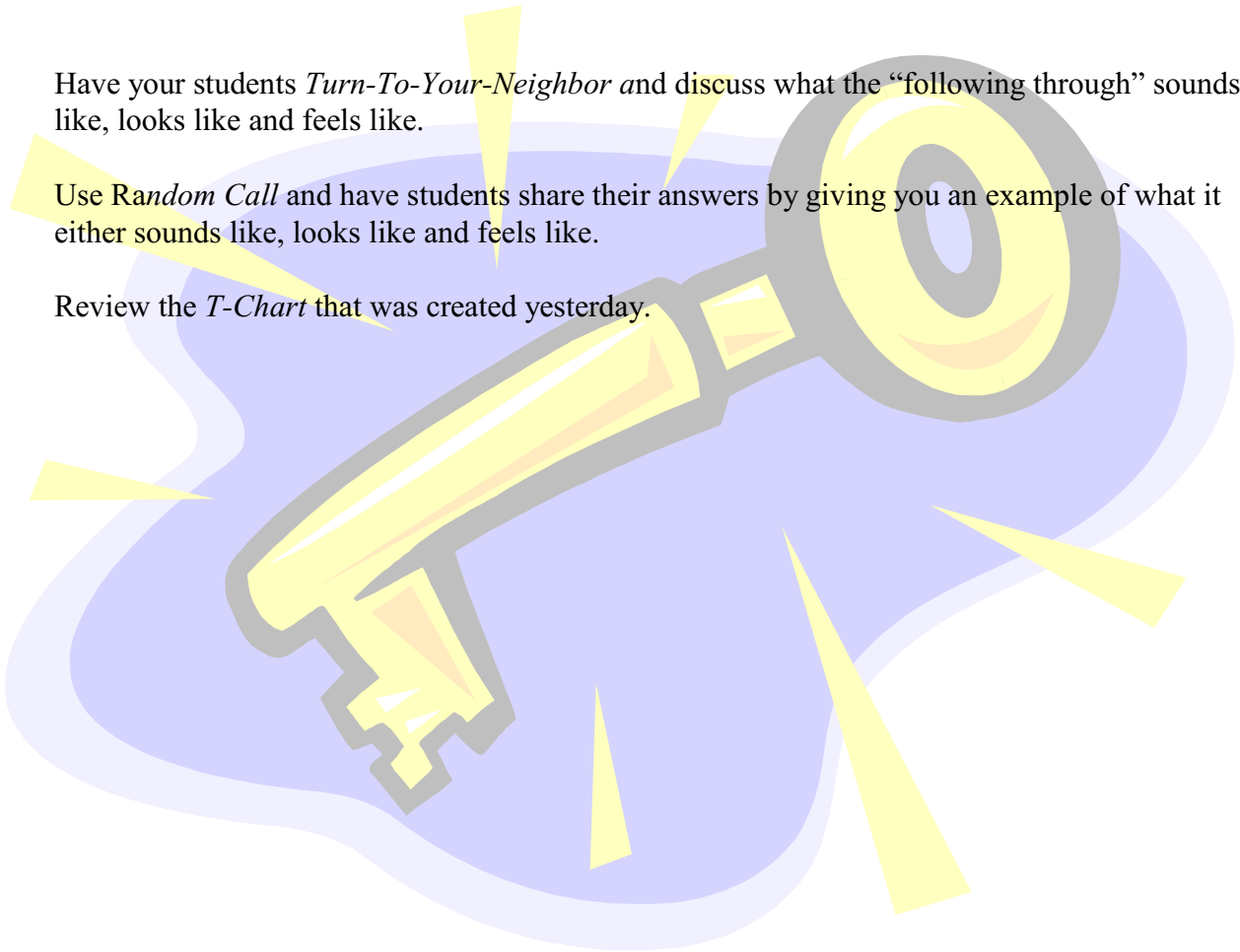
Following Through

Name _____

Date _____

17B

1. Have your students *Turn-To-Your-Neighbor* and discuss what the “following through” sounds like, looks like and feels like.
2. Use *Random Call* and have students share their answers by giving you an example of what it either sounds like, looks like and feels like.
3. Review the *T-Chart* that was created yesterday.





Language Arts Focus

Thank-You Letter

Name _____

Date _____

17C

Read Write Source 2000, #149-152 and #246 - 247. Write a thank-you note to a community person who has helped you or a parent who has helped drive on a field trip.





Financial Simulation

Month 10

Name _____

Date _____

17D

1. Give each student their paychecks and their bills for the month. Each student will mark the paychecks as a deposit in their bank registers and in their spreadsheets.
2. Students will draw a number card, teacher reads the Real Life statement (13F-a) and student covers expenses entailed.
3. Students will write checks to pay bills.
4. If they need to take out loans to cover expenses, they may do so. Follow the instructions on Lesson 8.





Science

Eating Disorders

Name _____

Date _____

17E

1. Read pages 307 (last paragraph) and 308 from Explore God's Creation, Life Series, SDA Science/Health text.
2. Find a magazine picture of someone a teenager might wish to look like (a thin model or heavily muscled athlete, for instance). Imagine you are a teen wanting to look that way. Rather than choosing a healthy approach to looking good, you end up either taking steroids to bulk up or developing anorexia or bulimia in an attempt to look thin.

Write "your story" - Why you wish to look that way and the health effects your choice is having on your body.

Your story should be at least one page, and will be graded for spelling, punctuation, etc. The story will be due by Lesson 21.





Habits of Mind

Begin with the End in Mind

Name _____

Date _____

17F

There are five keys to goal setting. Here is the first one:

#1 - Count the Cost

Simply put, is it worth it? Let's say you want to change your math grade from a 'C' to an 'A.' What will you have to change so that your math grade will change? Is it worth it? If it's not, don't make this a goal because you are setting yourself up to fail. What is a more reasonable goal?

Once Trevor decided who he wanted to be, he started making goals. He decided that he didn't want any grade lower than a 'C' and then he started studying. Soon he found that he actually enjoyed reading and math. In fact, at the end of the year he did extra math work so that he could be placed in advanced math the next year. He could have received straight A's, but he still really enjoyed the video games so he didn't make that a goal.



Adapted from The 7 Habits of Highly Effective Teens by Sean Covey





Journal

Name _____

Date _____

17G

Do you think that nonviolent protests are something a Christian should use? Why or Why not? What is different about life in your school and church than what you have learned about this time period?





Student Assignment Sheet

Lesson 18

“Your aspirations are your possibilities.”

–Sonia Croquette

Assignment Code	Assignment Description	Date Due	Done	Portfolio
Opening Slate	What did you learn about eating disorders that you did not already know?	Lesson 18		
MC-18A	MUGS	Lesson 18		
MC-18B	Language Arts Focus: TGT	Lesson 18		
MC-18C	Moral Obligations	Lesson 18		
MC-18D	Literature Circle	Lesson 19		
MC-18E	Science: Alcohol	Lesson 20		
MC-18F	Financial Simulation: Buying a Car, continued	Lesson 18		
MC-18G	Social Studies	Lesson 18		
MC-18H	Financial Simulation	Lesson 18		
MC-18I	Processing the Process	Lesson 18		





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

18A

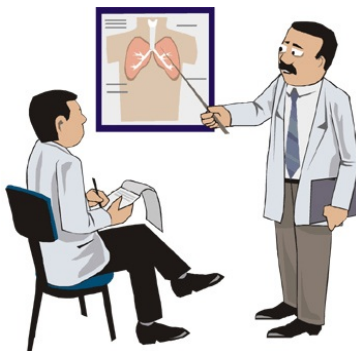
The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

you can teaches others how too protect they're health even if you don't have the gift teaching the way you live and the choices others see you making is powerful examples?

Advanced Activity:

Is the first sentence above compound or complex? _____
Underline the conjunction.

Is the second sentence compound or complex? _____
Underline the conjunctions.





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

18A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

you can teaches others how too protect they're health even if you don't have the gift teaching the way you live and the choices others see you making is powerful examples?

Advanced Activity:

Is the first sentence above compound or complex? Complex
Underline the conjunction.

Is the second sentence compound or complex? Compound
Underline the conjunctions.

Answer:

You can teach others how to protect their health, even if you don't have the gift of teaching. The way you live and the choices others see you making are powerful examples.





Language Arts Focus

Nouns and Sentences Types TGT

Name _____

Date _____

18B

Use Teams Game Tournament with study sheets (18B-a) and game cards (18B-b) to study sentence types. Add in the cards from Lesson 9 (9C-b).





Language Arts Focus

Teams Game Tournament – Study Sheet – Nouns and Sentence Types

Name _____

Date _____

18B-a

Study Sheet starts at 30

30. There are four kinds of sentences: declarative, interrogative, imperative, and exclamatory.
31. An interrogative sentence asks a question, and is punctuated with a question mark.
32. An imperative sentence gives a command or makes a request. It is punctuated with a period or exclamation mark.
33. An exclamatory sentence expresses strong emotion and is punctuated with an exclamation mark.
34. A declarative sentence makes a statement and is punctuated with a period.
35. The subject of a sentence names someone or something.
36. The complete subject contains the topic of the sentence and any words that tell about the topic.
37. A simple subject is the main word or words in the complete subject.
38. The predicate of a sentence tells what the subject is or does. *Example:* The girls took the book to the library.
39. The verb is the main word or words in the complete predicate.
40. A compound subject is two or more subjects that have the same verb.
41. A compound predicate is two or more verbs that have the same subject.
42. The following sentence has a compound subject because two or more subjects are combined to make with one verb. *Example:* Susan, Tiffany, and Rashad have all played this game before.
43. A simple sentence contains one subject and one predicate.
44. A compound sentence contains two or more related simple sentences. *Example:* Hunger is a global problem, but many agencies are working to relieve.
45. Use the conjunctions *and*, *or*, or *but* in compound sentences. *Example:* Students learn basic skills, and they learn to apply basic skills in real life situations.
46. Use a comma before a conjunction. *Example:* More help is needed, or the problem will get worse.
47. Two common sentence errors are sentence fragments and run-on sentences.





Teams Game Tournament Questions

Name _____

Date _____

18B-b

30. Name four types of sentences.	31. “Have you ever played a game called Hide and Seek?”
32. “Go Hide” is what type of sentence?	33. “I found him” is what type of sentence?
34. “Hide and Seek is a good game to play at night” is what type of sentence?	35. The bold, underlined phrase in the following sentence is what part of a sentence? <u>Students from around the country</u> form one class via video-conferencing.





Teams Game Tournament Questions (Continued)

18B-b

<p>36. In a sentence, the complete subject contains:</p> <p>_____ and _____</p> <p>_____ .</p>	<p>37. The bold, underlined word in the sentence, is an example of a _____ subject:</p> <p>My older <u>sister</u> is going to Africa this summer.</p>
<p>38. The bold, underlined words here <u>are what part of the sentence?</u></p>	<p>39. The _____ is the main word or words in a complete predicate.</p>
<p>40. Combine two or more subjects and you make a _____ .</p>	<p>41. Combine two or more verbs and you make a _____ .</p>





Teams Game Tournament Questions

(Continued)

18B-b

<p>42. The following is an example of a _____ subject, because _____ .</p> <p>Service agencies and volunteers help to meet needs in the community.</p>	<p>43. A simple sentence contains _____, _____ and _____ .</p>
<p>44. A compound sentence contains _____ _____ _____ .</p>	<p>45. Use the _____ <i>and</i>, <i>or</i>, <i>but</i> in compound sentences.</p>
<p>46. Use a _____ before a conjunction.</p>	<p>47. What are the two most common sentence errors?</p>





Moral Obligations

Name _____

Date _____

18C

1. Use a dilemma from *Project Affirmation: Teaching Values pages 202-207. (Suggested dilemmas - “13 year old” on page 206 or “Maria” on page 203.) Read one moral dilemma to the students (or place on an overhead).
2. Use *Think-Square-Share*. Have students respond to the following questions:
 - What would you do? Why?
 - Does this situation present a moral (right vs. wrong) issue?
 - Are there biblical principles that guide you as you are faced with dilemmas like this?
3. Repeat this process for the second dilemma.
4. If time permits present a situation that does not involve a moral issue but rather simply only illustrates the freedom of choice. Ask students to compare and contrast this situation with either of the first two presented.

Example of a choice issue: Your best friend just arrived very pleased with a new outfit. You think the outfit looks baggy and drab. Your friend says, “I blew my whole paycheck on this outfit.” How would you respond?

*Project Affirmation, Teaching Values by Roland and Doris Larson, LaSierra University Press @ 1992.





Literature Circle

5th - 8th - *Life Reading Series* Level 14
“Freedom and a Future” pages 194-198

Name _____

Date _____

18D

1. Students organize into groups by their reading level. Groups should have no more than four members and no fewer than three.
2. The discussion Director (the person that is oldest) will begin discussion. Other members may feel free to make comments. The other roles should be determined in continuing chronological order:
 - second oldest - Passage Master
 - third oldest - Artful Artist
 - youngest - Wordsmith
3. The first ten minutes should be spent preparing their Role Sheet (Appendix).
4. Group members will gather together and the Discussion Director will lead a twenty-minute discussion on the reading for the week. The Discussion Director will work in conjunction with the Literary Luminary who will add to the discussion by sharing important passages – read directly from the reading.
5. Students individually complete Literature Circle Response (18D-a).





Literature Circle Response

“Freedom and a Future”

Name _____

Date _____

18D-a

Each student will respond individually to the following questions:

1. Two lines worth rereading:

2. Why are they worth rereading?

3. Eleven children had something to say about becoming a citizen of Canada. Make a list of two facts they gave and another list of two opinions.

Facts:

Opinions:

4. A quotable quote from the reading:

5. Our unit theme is about choices. Name two choices made by someone in the story.





Literature Circle Response

“Freedom and a Future”

Name _____

Date _____

18D-a

Each student will respond individually to the following questions:

1. Two lines worth rereading:

Answers will vary.

2. Why are they worth rereading?

Answers will vary.

3. Eleven children had something to say about becoming a citizen of Canada. Make a list of two facts they gave and another list of two opinions. *(Answers will vary, some possible responses)*

Facts: *My mother and father wanted me to become one (a citizen)."*

...he joined with 234 other children to sing "O Canada."

"It's a free country" (Canada).

Opinions: *"The luckiest children in the world are the ones that live in Canada."*

"It was like praying to God, to me..."

"Coming to Canada was like starting a new life over again."

4. A quotable quote from the reading:

Answers will vary.

5. Our unit theme is about choices. Name two choices made by someone in the story.

Answers will vary.





Science

Alcohol

Name _____

Date _____

18E

You have already discovered some of the harmful effects of alcohol when you did the substance matrix.

1. *Think-Square-Share*: What does the media do to portray alcohol as something desirable
2. Read page 311 (last paragraph) from Explore God's Creation, *Life Series*, SDA Science/Health text. Make a list of risks taken by a teen who chooses to drink.
3. With your group, choose one of those risks and create two skits/role-plays:
 - A. Show a teen drinking, taking risks, and the end result.
 - B. Rewind time! Show the same teen being offered a drink, but saying "No." Include either negative peer pressure (to show the teen can still say No) or positive pressure (to demonstrate how friends can support and encourage the choice to say No.)
4. Perform your skits for the class.





Science

Alcohol

Name _____

Date _____

18E

You have already discovered some of the harmful effects of alcohol when you did the substance matrix.

1. *Think-Square-Share:* What does the media do to portray alcohol as something desirable

Possible answers:

- ***Humor (Budweiser Frogs)***
- ***Fun - parties, et***
- ***Sex appeal - All girls crowded around the guy with the beer***
- ***Refreshment on a hot day***
- ***Used in movies/TV shows by the stars.***

2. Read page 311 (last paragraph) from Explore God's Creation, Life Series, SDA Science/Health text. Make a list of risks taken by a teen who chooses to drink.

Possible answers:

- ***Behavior leading to risky sex and AIDS.***
- ***Impaired driving, boating, swimming, hiking, etc.***
- ***Fooling around with guns.***

3. With your group, choose one of those risks and create two skits/role-plays:

- A. Show a teen drinking, taking risks, and the end result.
- B. Rewind time! Show the same teen being offered a drink, but saying "No." Include either negative peer pressure (to show the teen can still say No) or positive pressure (to demonstrate how friends can support and encourage the choice to say No.)

4. Perform your skits for the class.





Financial Simulation

Buying a Car

Name _____

Date _____

18F

Using the website - <http://www.microsoft.com/education/curric/activity/dreamcar>. htm follow the instructions for step 3 of buying a dream car. Students will work in groups to do the activities in step 3 with teacher guidance.





Social Studies

Name _____

Date _____

18G

Answer the following questions:

1. How do you think Martin Luther King, Jr. would feel about civil rights in the U. S. today?
2. How do you feel about civil rights in the U.S. today?
3. What types of things can you do to improve civil rights in your town?
4. What do you think civil rights will be like in heaven?
5. Listen to a recording of the song “We Shall Overcome.”
6. What do the lyrics of this song tell us about the feelings during this time period of history?





Financial Simulation

Month 11

Name _____

Date _____

18H

1. Give each student their pay checks and their bills for the month. Each student will mark the pay checks as a deposit in their bank registers and in their spreadsheets.
2. Students will draw a number card, teacher reads the Real Life statement (13F-a), and covers expenses entailed.
3. Students will write checks to pay bills.
4. If they need to take out loans to cover expenses, they may do so. Follow the instructions on Lesson 8.





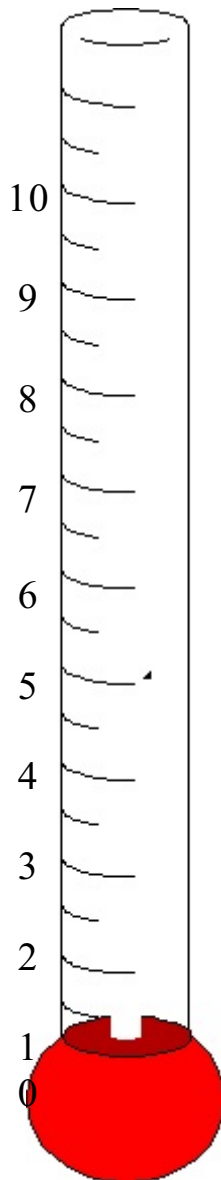
Processing the Process

Name _____

Date _____

181

Rate yourself from 0-10 on how well you did do at practicing “following through.”



Followed through on every task

Followed through about half the time.

Didn't get anything done, no follow through.





Student Assignment Sheet

Lesson 19

“Always dream and shoot higher than you know how to. Don’t bother just to be better than your contemporaries or predecessors. Try to be better than yourself.”

–William Faulkner

Assignment Code	Assignment Description	Date Due	Done	Portfolio
Opening Slate	What have you learned most from doing the Financial Simulations?	Lesson 19		
MC-19A	MUGS	Lesson 19		
MC-19B	CLQ: Following Through	Lesson 19		
MC-19C	HOM	Lesson 19		
MC-19D	Social Studies: Letter	Lesson 19		✓
MC-19E	Science: Sexual Abstinence	Lesson 20		
MC-19F	Financial Simulation	Lesson 19		✓
MC-19G	Processing the Content	Lesson 19		





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

19A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

“suffering breeds character character breeds Faith in the end faith will not disappoint

–jesse jackson

Advanced Activity:

Combine two of the above sentences with a conjunction to make either a compound or a complex sentence.





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

19A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

“suffering breeds character character breeds Faith in the end faith will not disappoint

–jesse jackson

Advanced Activity:

Combine two of the above sentences with a conjunction to make either a compound or a complex sentence.

Answers will vary.

Answer:

“Suffering breeds character. Character breeds faith. In the end, faith will not disappoint.”

–Jesse Jackson





Christ-Like Qualities

Following Through

Name _____

Date _____

19B

1. Using *Ranking Technique*

“When is the following through most useful?”

_____ school

_____ home

_____ church

_____ sports

2. Use *Corners*. Have students move to the corner of their first choice.

3. Have students explain the reason for their choice to the people in their corner.

4. Use *Random Call* to share responses.





Habits of Mind

Begin with the End in Mind

Name _____

Date _____

19C

There are five keys to goal setting. Here is the second one:

#2 - Put It to Pen

As much as Jonathan tried, he couldn't quite bring in his homework every day. However, he was improving. Sometimes, he had actually done his homework but had simply not remembered to bring it to school. His mom was so busy with his three younger brothers and sisters that she usually didn't remember to even ask him if he had homework. His dad didn't speak English so he also had a hard time keeping track of what Jonathan was supposed to be doing.

There had been a day the previous week when Jonathan had spent quite some time on his computer learning how to make graphs. He had used unique fonts and had printed the graph out with the color printer. However, even with all the work he put into this project, the next morning he forgot to take the graph to school. As the students lined up to staple their graphs to the math bulletin board, Jonathan sat at his desk feeling frustrated. Life just wasn't fair!

After Jonathan's mother read the note from the teacher about his missing homework, he sat down with the parents and established a simple goal - "I will bring my homework back to school every day."

Jonathan taped this goal on the inside of his bedroom door, right at eye level. Another copy of the goal was placed on the mirror in the bathroom.

In your journal write out five goals that can help you achieve your mission. As we work through the five parts to goal setting, rework your goals so that they are sure to help you achieve your mission. Ask yourself: Have you counted the cost of this goal? Is it a goal that you believe you can reach? Is it specific enough that you can evaluate yourself and know whether or not you are following your goal?

Adapted from The 7 Habits of Highly Effective Teens by Sean Covey





Social Studies

Letter

Name _____

Date _____

19D

Write a letter to your parents explaining why you want to participate in one of the following events:

1. Montgomery Bus Boycott
2. A sit-in
3. A freedom ride
4. March on Washington
5. Selma to Montgomery walk

Be sure to include which event you want to be a part of, why you want to participate even though you know there may be severe consequences, what made you decide to do this and what Biblical support you have for doing this.





Science

Sexual Abstinence - The Right Choice!

Name _____

Date _____

19E

Watch video:

Speaking of Sex

From series: Big Changes, Big Choices for grades 5-9

Live Wire Media
3315 Sacramento Street
San Francisco, CA 94118

Also 1-8800-359-KIDS
Elkinde and Sweet Comm. Inc.



' CHOOSE RIGHT DIRECTION '





Financial Simulation

Month 12

Name _____

Date _____

19F

1. Give each student their paychecks and their bills for the month. Each student will mark the paycheck as a deposit in their bank registers and in their spreadsheets.
2. Students will draw a number card, teacher reads the Real Life statement (13F-a) and student covers expenses entailed.
3. Students will write checks to pay bills.
4. If they need to take out loans to cover expenses, they may do so. Follow the instructions on Lesson 8.





Processing the Content

Name _____

Date _____

19G

Design a sign to carry during a civil rights rally, either the march to Washington or the Selma march.





Student Assignment Sheet Lesson 20

“The man who succeeds above his fellows is the one who early in life clearly discerns his object, and towards that object habitually directs his powers.”

–Earl Nightingale

Assignment Code	Assignment Description	Date Due	Done	Portfolio
Opening Slate	Why is “following through” an important Christ-Like Quality?	Lesson 20		
MC-20A	MUGS	Lesson 20		
MC-20B	CLQ	Lesson 20		
MC-20C	8 Laws of Health	Lesson 20		
MC-20D	Financial Debriefing	Lesson 20		
MC-20E	Financial Planning Interview and Time Line	Lesson 21		
MC-20F	Directed Reading Activity 5 th - 8 th - “James Ale”	Lesson 21		
MC-20G	Processing the Content	Lesson 21		

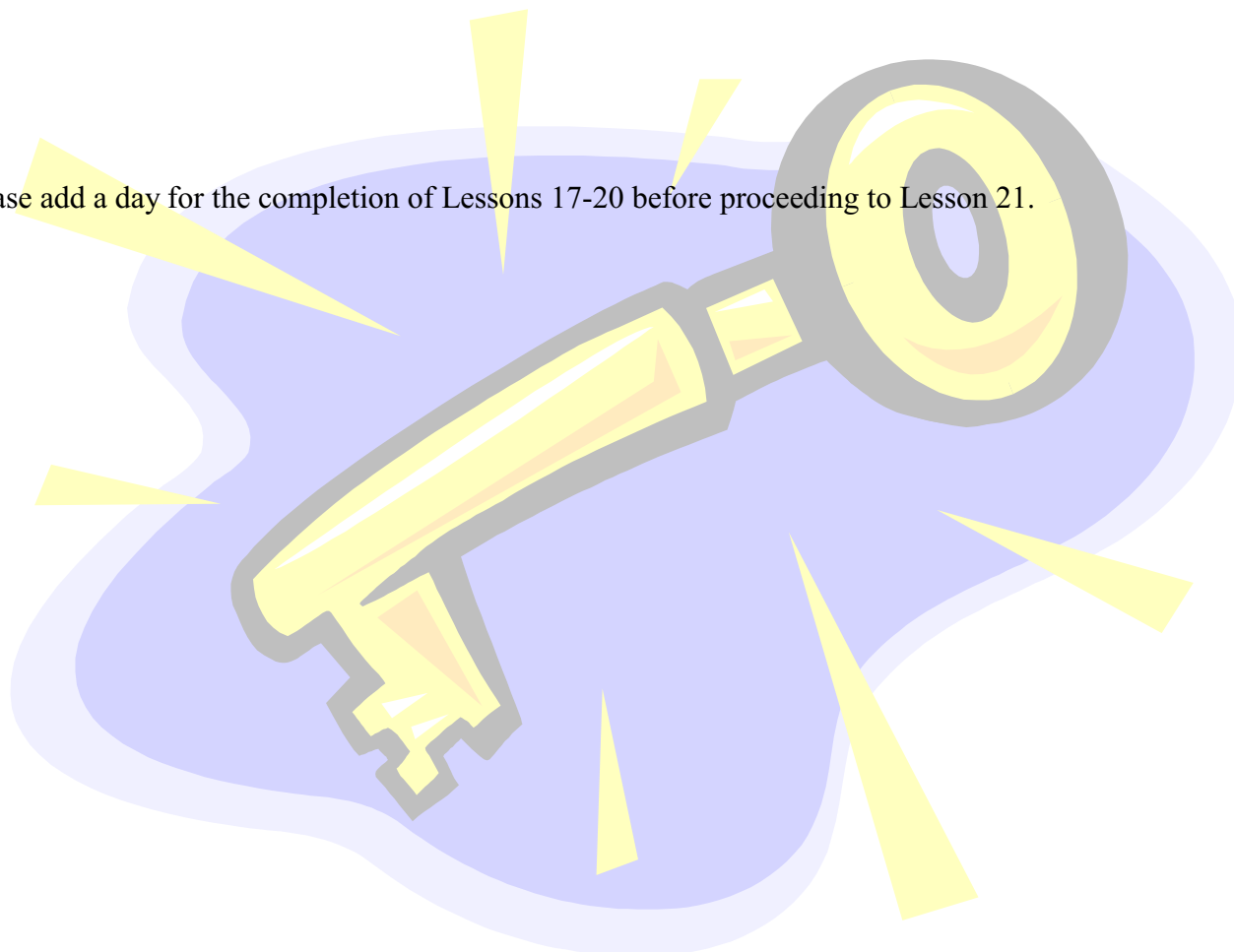




Student Assignment Sheet

Lesson 20

Please add a day for the completion of Lessons 17-20 before proceeding to Lesson 21.





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

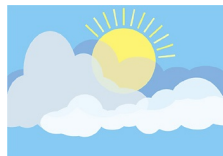
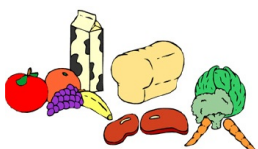
20A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

the 8 law of health form the acronym NEW START: Nutrition exercise WATER, sunshine temperance AIR rest but trust in goD

Advanced Activity:

Using your knowledge of health and information from the above sentence, write a paragraph about how you can be healthier.





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

20A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

the 8 law of health form the acronym NEW START: Nutrition exercise WATER, sunshine temperance AIR rest but trust in goD

Advanced Activity:

Using your knowledge of health and information from the above sentence, write a paragraph about how you can be healthier.

Answers will vary

Answer:

The eight laws of health form the acronym NEW START: Nutrition, Exercise, Water, Sunshine, Temperance, Air, Rest and Trust in God.





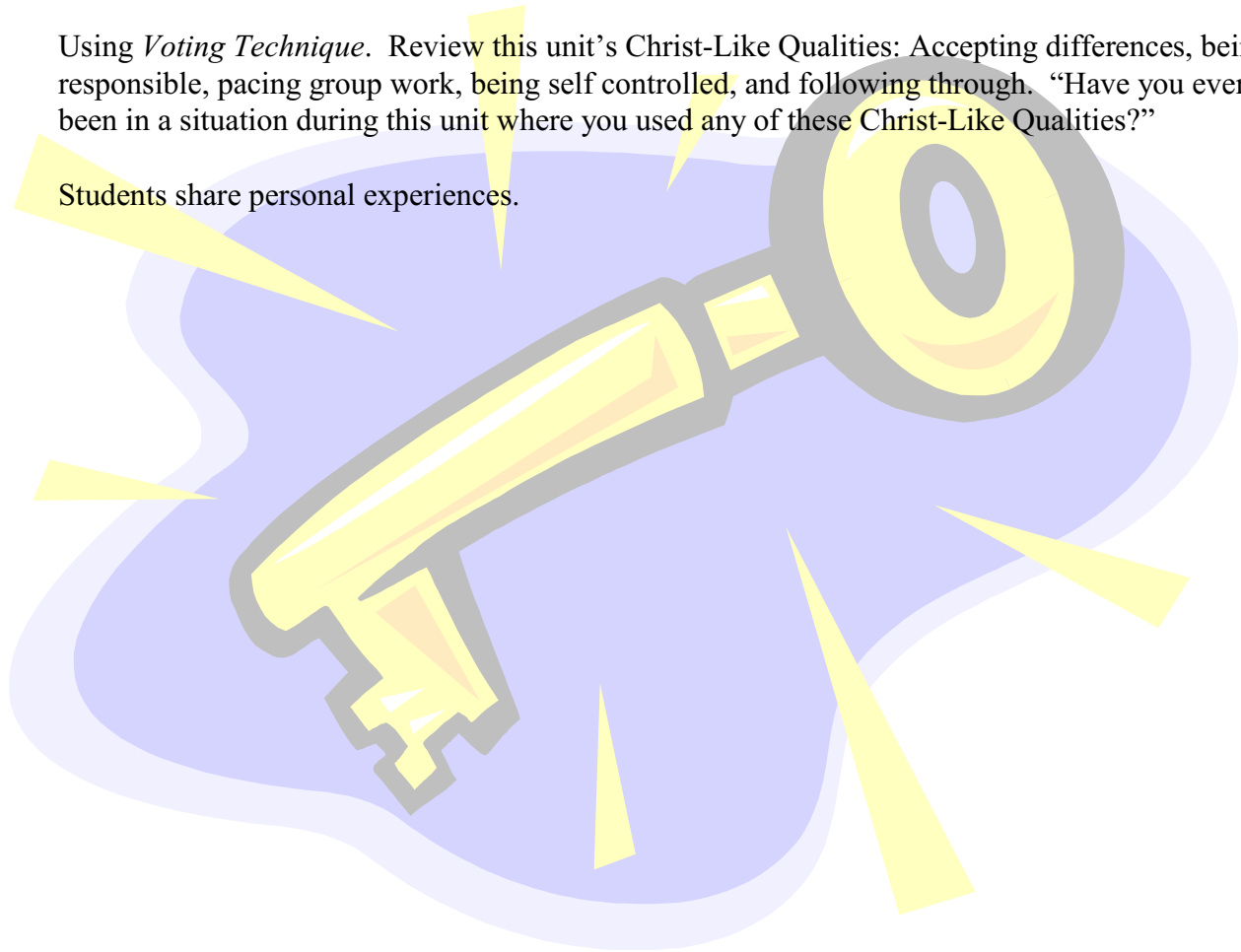
Christ-Like Qualities

Name _____

Date _____

20B

1. Using *Voting Technique*. Review this unit's Christ-Like Qualities: Accepting differences, being responsible, pacing group work, being self controlled, and following through. "Have you ever been in a situation during this unit where you used any of these Christ-Like Qualities?"
2. Students share personal experiences.





Science

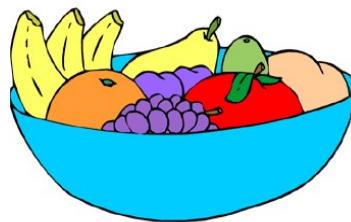
8 Laws of Health

Name _____

Date _____

20C

1. As a class, brainstorm what you think is included in the 8 Laws of Health. Write the class ideas in your notebook to compare with the information you discover during your research.
2. Divide the class in such a way as to have eight groups with at least two students per group, if possible.
3. Assign each group one of the 8 Laws.
4. Groups work:
 1. Find and read the information about their Health Law.
 2. Summarize Ellen White's advice and comments about their Health Laws.
 3. Decide what choices students today could make to apply this advice in their lives.
 4. Create a poster illustrating the law and how you feel it can be applied.
5. Groups:
 1. Students return and meet as a class
 2. Each group presents their information and poster.
 3. Other class members may suggest additional ways to apply the information to their lives.
6. Use *Think-Pair-Share* to compare the 8 Laws to the original class list copied in the notebooks. What differences are found? Similarities?
7. Use *Think-Pair-Share* to answer the following question: Do you think that a teenager who makes the choice to follow these health guidelines will have an easier or harder time making good choices about other temptations (drugs, smoking, alcohol, etc.)? Why?





Financial Debriefing

Name _____

Date _____

20D

Debrief simulation by asking students to comment on the process and the content.





Financial Planning Interview And Time Line

Name _____

Date _____

20E

1. Invite a guest to the classroom who has experience in personal financial planning.
2. Before the interview:
 - Inform the guest of the unit topic and the Christian perspective guiding the students' study.
 - Ask the guest to be prepared to share with students their experiences in personal financial planning.
 - Ask the guest to bring in their personal financial plan if possible.
 - Ask the students to generate questions to ask the guest based on their study of finances thus far.
3. After the guest gives his/her presentation allow time for questions and answers.
4. Debrief the student's learning from the interview about financial planning by asking questions such as the following:
 - "How did today's guest deal with charitable gifts?"
 - "How early in life did the guest start saving?"
 - "What kind of goals did he/she set for himself/herself?"
 - "What sacrifices did he/she make to achieve his/her financial goals?"
 - "What steps did he/she go through to set up his/her life-long financial plan?"
 - "What motivated him/her to take a long-term look at his/her finances?"
 - "How did he/she use his/her finances to 'make it count'?"
5. Give students direction about the time line they are to produce as a summary of their personal financial planning goals, which will be included in their portfolio. Use the information learned during today's interview to create a sample time line.
6. Students create a personal time line.
7. Have students assess their product by completing a portfolio reflection form. Students add this artifact and the reflection form to their portfolio.





Directed Reading

“James Ale”

Name _____

Date _____

20F

1. Students complete vocabulary worksheet. (20F-a)
2. Distribute the questions to guide students as they read. (20F-b)
3. Have students read the assigned selection and complete the questions sheet. (20F-b)
4. Using *T-Chart* students will define tactics James used and define character traits exemplified by these traits. (20F-d)





Vocabulary

“James Ale”

Name _____

Date _____

20F-a

1. Underline vocabulary words in your reading. (20G-c)
2. Write a different sentence using the vocabulary word.

vandalize _____

proposal _____

petition _____

technique _____

administrator _____

cluster _____

3. Write a definition for the word.

vandalize _____

proposal _____

petition _____

technique _____

administrator _____

cluster _____





Reading Questions

Name _____

Date _____

20F-b

1. How old was James in this story? _____

2. What kind of a community did he live in?

3. What did James become angry about when his friend was hit while playing ball in the street?

4. James' goal was to make a difference in his community by actively taking a stand. What tactics did he use?





Reading Questions

Name _____

Date _____

20F-b

1. How old was James in this story? Nine
2. What kind of a community did he live in?
Small trailers and condominiums on tiny lots, full of children with no place to play.
3. What did James become angry about when his friend was hit while playing ball in the street?
That they didn't have a park on their side of town.
4. James' goal was to make a difference in his community by actively taking a stand. What tactics did he use?
 1. Telephoned the mayor, to talk on the phone.
 2. Explained the need for a park.
 3. Started a petition and got kids to sign it.
 4. Called major to speak in person.
 5. Prepared for the meeting by getting more signatures on the petition, got a map to show where he wanted the park. Printed business cards. Typed a letter with all the details of the request. Dressed neatly.
 6. Met with major at her office and later at the park site. Tried to speak to the town council.
 7. Called a reported and got news coverage.
 8. Continued to call the major every few days.





“James Ale”

20F-c

[When he was nine, James Ale saw his friend get hit by a car when they were playing ball in a crowded street. It made him wonder, why should they have to play in the street when kids in the rich part of town had parks? The more he thought, the madder he got. Finally, James Ale took on town hall.]

James Ale cried out as his friend Bobby Adams settled into the position to catch the ball. Bobby was concentrating so hard that he didn't hear the white Thunderbird as it tore around the corner, heading toward him. He was on the ground, his leg bent in pain, before he even knew what happened.

James and his friends live in Davie, Florida, on the edge of the Everglades. Davie is really two towns. The western part is where rich people from Miami build ranches and keep their horses. The eastern part, where James and Bobby live, is a neighborhood of small trailers and condominiums on tiny lots.

At the time Bobby Adams was hit by the car, their neighborhood was full of children who had no place to play but in the street. At night, kids crawled around on dumpsters left in front of construction sites. The nearest park was across a highway. You took your life in your hands every time you tried to get there. James's parents wouldn't let him even try.

As the sound of Bobby's ambulance faded into the distance, James walked slowly home. He was angry. Bobby wouldn't have gotten hurt if they had a park to play in. But officials never spent any money in this part of town.

James looked over at a small worn field right behind the water plant. That would be a perfect place for a park. There could be a playground at one end for the little kids and a

basketball court at the other end. And some lights. Everyone would use it.

In that moment, James decided to make it happen. He'd organize the kids, and they'd beat down the mayor's door. They'd call themselves Children for Davie. So what if he was only nine?

That evening, James asked his dad for advice. As president of the local condominium association, John Ale was always going off to the town council meetings. If anyone would know how to pressure Davie's government, his dad would.

John Ale listened carefully to his son's idea before speaking. "You'll have to know exactly what you want and be able to prove that it's important. Playground equipment will cost money, and people ask the major and the town council for money every day," he said. "Everyone thinks their project is the most important thing in the world, and there's only so much tax money to go around."

Father and son sat together in silence. "But you can do it," Mr. Ale said. "More than anything, you'll have to be persistent. You can't quit."

PREPARING FOR ACTION

James decided to start at the top. The next day, he telephoned the mayor.

"Mayor Kovac's office," said a pleasant voice.

"May I talk to the mayor?"

"She's not in. May I take a message?"

James left his name and telephone number. A few hours later, the mayor called him back. "I told her what had happened to Bobby Adams and said we needed a park in our neighborhood," James recalls. "I could tell she





wasn't paying much attention. She seemed to be in a hurry. All she said was that she'd look into it and call me back.

"A while later she did. She said once there had been a park in our area and it had been vandalized. It was like we had blown our only chance. Then she didn't say anything. Finally I just said, "Well, I think we need a park," and we hung up. I felt discouraged. She treated me like a kid. I had to get her to pay attention."

James went to his room, flicked on his computer, and typed *Children for Davie* in bold print at the top of the screen. Below that, he typed out a petition calling for a new park. "Please sign this if you think that it would be better for our neighborhood if there were a park," it concluded. Beneath that he put blanks for signatures.

He printed it out, snapped it onto a clipboard, and went outside to try to get kids to sign it. They squinted at his petition, then looked at him as if he were crazy.

"Sure, man, *you're* gonna get us a park."

"Well, don't you think we need one? Look what happened to Bobby."

"Yeah, we need one, but who's gonna listen to *you*?"

Not just me. We'll all go. She'll have to listen to all of us."

"You're outa your mind." They were starting to drift away.

"Well, just sign it if your're for it, okay?"

James got fifty kids to sign, but no one would go with him to see the mayor, not every Bobby Adams, who by now was back from the hospital and recovering from a broken leg.

James called the mayor again, this time asking for an appointment to talk about the park in person. She said yes. James prepared carefully for that meeting. Above all, he needed to be taken seriously. Here's what he did:

- He gathered more signatures on his petition.
- He took a map of Davie and outlined the site where he wanted the park so

the mayor would know just where it should be.

- He typed out a letter on his Children for Davie stationery to leave with the mayor, listing the reasons why the park should be built and stating exactly what the town should provide: swings, a slide, monkey bars, a basketball court, and lights.
- He made up some business cards on his computer. They said, "James Ale," President, Children for Davie."

On the afternoon of the meeting, James put on his red suit jacket, a red shirt, and gray pants and squeezed into his hard black shoes. He combed his hair carefully. "When the time came for my mom to pick me up and drive me over there, I was ready."

"IT SHOULD BE HERE."

Mayor Joan Kovac had expected James Ale to be a child who maybe wanted to tell his friends he had met the mayor in person. But the boy who walked through the door had business on his mind. "He came in with a briefcase," she recalls. "And then he handed me a business card."

Looking directly at her, James told the Mayor that his neighborhood was unsafe for kids. They had no place to play. They needed a park. It would help the town, he said, because it would save lives. The crime rate would go down because kids would have something to do. Mayor Kovac was leaning forward, looking right at him and listening carefully. When he finished, she got up and walked around her desk to a map of Davie. She pointed to three dots, clustered together on the west side of town.

"We're building three new parks right now, James," she said. "Can't your parents take you to one of them?"

"No," said James. "My parents both work. So do everyone else's around me. Those parks are a long way from us. We need a place of our own."





The mayor looked at the map again. “But there’s no empty land where you live. Everything’s all built up. Do you have a suggestion?”

James pulled the map from his briefcase and spread it on the mayor’s desk. “It should be here,” he said, pointing to the square he had drawn. “Behind the water plant. It’s the right place. Look at this petition from the kids in the neighborhood. Everyone agrees.”

Mayor Kovac had no choice but to respect him. He wasn’t criticizing her or blaming the town. He had come to here with a plan. He was representing a group, and he wanted her support. She had to consider his proposal.

“Well,” she said at last, “let me talk to some people in the Parks Department. We’ll have to visit the site. I can’t make any promises now, but I can promise I won’t just put you off.”

James got up and extended his hand, smiling. He pointed to his card on her desk. “My phone number is right here,” he said. “I look forward to hearing from you.”

“WE’RE GOING TO BUILD THAT KID A PARK.”

One Saturday morning a few weeks later, James met the mayor and the town administrator behind the water tower. James had been studying up on how Davie’s government worked. The mayor and the town administrator were Davie’s two most important officials. Along with the town attorney and the five members of the town council, they made the big decisions on how to run Davie’s business. The town administrator did most of the detailed, day-to-day business.

James had gone to meet with him, too. He was a nice enough man- he had even given James tickets to a wrestling meet - but he didn’t seem very interested in the park. Still, he had agreed to visit the site. Now James had the town’s two most important people together right where he wanted them. This was his chance.

First James pointed to the spot where Bobby Adams had been hit. Several kids were running around. They had to agree that it would be hard for a turning car to see them.

Then James walked them around the small field. “This is the perfect place for us,” James said. The administrator frowned. The lot was too small for a park, he said. He advised James to be patient. Someday the town would tear down a couple of houses and build the kids a real park.

“We don’t want to wait for a bigger park,” James said flatly. “We need this park, here and now. This is the right place. It will get used. You already own the land, and we’re just talking about playground equipment. We’re not asking for much.” He could see the man’s mind was closed.

If they thought James Ale would go away, they were wrong. He waited a few days for an answer, and when none came, he tried even harder. Nearly every day after school, he wrote a brief, carefully worded letters to town officials. He also sent them updated copies of his ever-growing petition.

One night he called the secretary assigned to the town council and asked if, representing Children for Davie, he could speak briefly to the council members at Wednesday night’s meeting.

“Are you a voter?” the secretary asked.

“Well, no, but I –“

“Then the answer is no,” she said firmly.

James turned up the heat. He called the reporter for a Miami newspaper assigned to Davie and offered him the story of a young boy taking on town hall for the kids in his neighborhood. The reporter accepted, and a story soon appeared in the newspaper. James sent a copy to town officials.

Every few days, he called Mayor Kovac and asked her for a progress report. He was always polite. Did she need any more information? Was there anything he could do to help?

Finally his work paid off. One evening after school, James was surprised to receive a call from the town council’s secretary inviting him

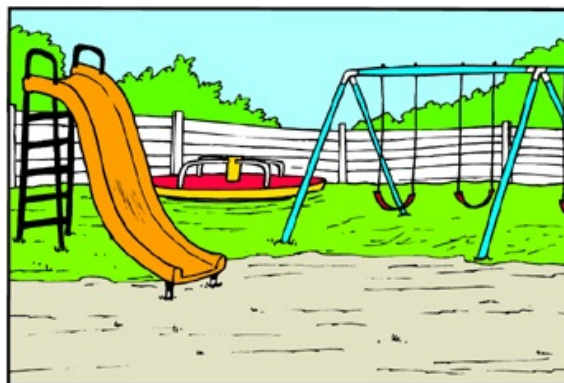




to a council meeting. The next Wednesday evening, Mayor Kovac announced the creation of a new park. Asking him to stand, she introduced James by saying. “This boy could teach a lot of adults I know a few things about lobbying town government.”

Mayor Kovac says that the small area that everyone in Davie now calls James Ale Park has become the most popular playground site in Davie, “I drive by it, and there are never fewer than thirty kids there,” she says. “The parks we build in the richer parts of town are barely used. James was right.”

The kids in the neighborhood thought it was a miracle that a nine-year-old boy actually got his town to spend five thousand dollars to build a park for them. But it wasn’t a miracle. He simply used tried-and-true lobbying techniques.





James Ale

Name _____

Date _____

20F-d

Tactics James Used

James determined to organize kids to get a playground in his neighborhood..

Character Traits Illustrated

Determination





James Ale

Name _____

Date _____

20F-d

Tactics James Used

James determined to organize kids to get a playground in his neighborhood.

1. *Called the mayor.*
2. *Started a petition.*
3. *Set up a meeting with the mayor.*
4. *Prepared for meeting.*
5. *Tried to speak to the town council.*
6. *Called a reporter.*
7. *Continued to call the mayor every few days.*

Character Traits Illustrated

Determination

proactive

achiever

good planner
polite

responsibility
respectful

persistent

innovative
resourceful

assertive





Processing the Content

Name _____

Date _____

20G

Which of the 8 Laws of Health do you find easier to follow and which one is the hardest?





Student Assignment Sheet

Lesson 21

“I have not failed 10,000 times, I have successfully found 10,000 ways that do not work.”

–Thomas Edison

Assignment Code	Assignment Description	Date Due	Done	Portfolio
Opening Slate	How did James Ale make a difference in his community?	Lesson 21		
MC-21A	MUGS	Lesson 21		
MC-21B	Science: Community Health Agencies	Lesson 25		
MC-21C	Career Options Collage	Lesson 23		✓
MC-21D	HOM	Lesson 21		
MC-21E	Journal	Lesson 21		





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

21A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

“to bee nobody but yourself–in a world which doing it’s best night and day to make you everybody else– means too fight the harder battle any human being can fight and never spot fight”

–ee cummings

Advanced Activity:

Underline each noun and pronoun in the above sentence.





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

21A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

“to bee nobody but yourself–in a world which doing it’s best night and day to make you everybody else– means too fight the harder battle any human being can fight and never spot fight”

–ee cummings

Advanced Activity:

Underline each noun and pronoun in the above sentence.

Answer:

“To be nobody but yourself–in a world which is doing its best, night and day, to make you everybody else – means to fight the hardest battle any human being can fight, and never stop fighting.”

–ee Cummings





Science

Community Health Agencies

Name _____

Date _____

21B

1. In groups, take turns (by paragraph) reading pages 313-317 from Explore God's Creation, Life Series, SDA Science/Health text.
2. Many different Community Health and private Health Agencies were mentioned in the reading. Use *Think-Square-Share* to brainstorm a list of agencies you think might be in your community.
3. In groups, do Activity 12-4 on page 316. If the list is very long, you may stop at 15 Agencies.
4. Compare your lists from Steps 2 and 3.
5. Choose one Agency from your list and make an 8 ½" x 11" poster illustrating what help the Agency offers. This may be done by hand or by computer. You may use brochures from the Agency, if available.





Career Options Collage

Name _____

Date _____

21C

1. Debrief the student's learning about career options by asking questions such as the following:
 - “How have career options changed in the last 50 years?”
 - “What do you picture yourself doing as an adult?”
 - “What sacrifices might you need to make to reach your career goal?”
 - “How much control do you feel you have over your future career?”
 - “What can limit your career options?”
 - “How can you make your career count for more than just you?”
2. Give students direction about the collage they are to produce as a summary of career options, which will be included in their portfolio. Students will create a collage using photographs, words, and so on to represent the career options that match their personal profiles (spiritual gifts and multiple intelligence).
3. Provide an example of a collage (search the Internet) to guide students as they work.
4. Have students assess their product by completing a portfolio reflection form. Students add this artifact and the reflection form to their portfolio.
5. Because this activity is a portfolio item, consider the following options:
 1. Collage on one 8 ½" x 11" paper.
 2. Collage on two 8 ½" x 11" papers to be put in portfolio side by side.
 3. Collage any size and teacher takes a photograph to be put in the portfolio.





Habits of Mind

Begin with the End in Mind

Name _____

Date _____

21D

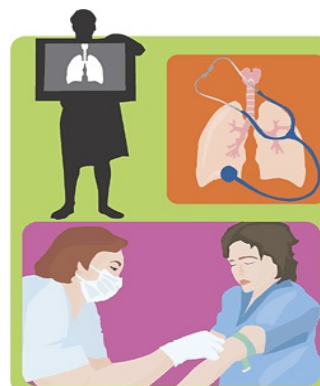
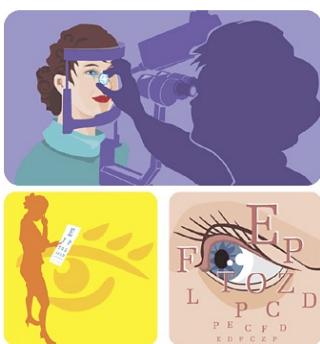
#3 - Just Do it!

For five straight days, Jonathan remembered to take his homework to school. He was surprised that it was beginning to get much easier to remember. He looked back on all those weeks when he hardly ever brought in his homework and all the lectures he listened to and he decided he definitely didn't want to go back there again!

His mom was making a special effort to look at his assignment book. His teacher was so pleased that Jonathan was turning in his work, even if she did have to ask him for it each day. Life was great!

Look at your five goals that you wrote in your journal. How many have you started working on?

Adapted from The 7 Habits of Highly Effective Teens by Sean Covey





Journal

Name _____

Date _____

21E

When you open your “memory time capsule” in the future, what will you remember from today? Why?





Student Assignment Sheet

Lesson 22

“No one can make you feel inferior without your consent.”

–Eleanor Roosevelt

Assignment Code	Assignment Description	Date Due	Done	Portfolio
Opening Slate	Name two health agencies in your community.	Lesson 22		
MC-22A	MUGS	Lesson 22		
MC-22B	Language Arts Focus: Content Evaluation	Lesson 22		
MC-22C	Literature Circle	Lesson 22		
MC-22D	HOM	Lesson 22		
MC-22E	Journal	Lesson 22		





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

22A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

“no one can made you feel inferior without you consent

–eleanor roosevelt

Advanced Activity:

Label the subject noun with an SN. Label the helping verbs HV and the verb V. Draw a line to divide the complete subject from the complete predicate.





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

22A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

“no one can made you feel inferior without you consent

–eleanor roosevelt

Advanced Activity:

Label the subject noun with an SN. Label the helping verbs HV and the verb V. Draw a line to divide the complete subject from the complete predicate.

Answer:

SN HV HV V

“No one / can make you feel inferior without your consent.”

–Eleanor Roosevelt





Language Arts Focus

Content Evaluation

Name _____

Date _____

22B

On August 28 1963 more than 200000 americans gathering in the nations capitol between the lincoln memorial and the washington monument to demonstrate peaceful for equal justice for all dr martin luther king jrs I have a dream speech stir the nation that day an drew a dramatic picture of what this country could became if everyone work to gether

List the nouns under the correct heading. Underline the noun that is the subject of each sentence.

Common	Proper





Language Arts Focus

Content Evaluation

Name _____

Date _____

22B

On August 28 1963 more than 200000 americans gathering in the nations capitol between the lincoln memorial and the washington monument to demonstrate peaceful for equal justice for all dr martin luther king jrs I have a dream speech stir the nation that day an drew a dramatic picture of what this country could became if everyone work to gether

Answer:

On August 28, 1963, more than 200,000 Americans gathered in the nation's capital, between the Lincoln Memorial and the Washington Monument, to demonstrate peacefully for equal justice for all. Dr. Martin Luther King, Jr.'s "I have a dream" speech stirred the nation that day and drew a dramatic picture of what this country could become if everyone works together.

List the nouns under the correct heading. Underline the noun that is the subject of each sentence.

Common	Proper
<i>capital</i>	<i>August</i>
<i>justice</i>	<u><i>Americans</i></u>
<i>all</i>	<i>Lincoln Memorial</i>
<i>speech</i>	<i>Washington Monument</i>
<i>dream</i>	<i>Dr. Martin Luther King, Jr.'s</i>
<i>nation</i>	
<i>day</i>	
<i>picture</i>	
<i>country</i>	
<i>everyone</i>	





Literature Circle

“James Ale”

Name _____

Date _____

22C

1. Organize students into groups by their reading level. Groups should have no more than four members and no fewer than three.
2. The Discussion Director (the person that is oldest) will begin discussion. Other members may feel free to make comments. The other roles should be determined in continuing chronological order:
 - second oldest - Passage Master
 - third oldest - Artful Artist
 - youngest - Wordsmith
3. The first ten minutes should be spent preparing their Role Sheet (Appendix).
4. Group members will gather together and the Discussion Director will lead a twenty-minute discussion on “James Ale.” The Discussion Director will work in conjunction with the Literary Luminary who will add to the discussion by sharing important passages – **read directly from the reading.**
5. Each student will then individually complete the Literature Circle Response sheet (22C-a).
6. **Reading Log Check**





Literature Circle Response

“James Ale”

Name _____

Date _____

22C-a

Each student will respond individually to the following questions:

1. Two lines worth rereading:

2. Why are they worth rereading?

3. *Think-Pair-Share* to discuss.





Habits of Mind

Begin with the End in Mind

Name _____

Date _____

22D

#4 - Momentous Moments

Jonathan's classroom was a simulated city and all the students were grouped in cooperative neighborhoods. His neighborhood was called Timon Trail. The students worked together to figure out math problems and work on social studies projects. They wrote a neighborhood song that told about each student and also talked about what they had in common. They also designed a symbol which hung down from the ceiling over their desks.

When he wasn't working on something with his neighborhood, Jonathan spent time playing with the guinea pig or at the electronics station. He began to get behind in some of his assignments. Finally, his teacher was so frustrated with him not getting his work done, that she removed him from Timon Trail neighborhood and placed his desk right beside hers.

"When you can either finish your assignment here at school, or finish your homework for eight days in a row," she explained, "you can move back to Timon Trail."

Jonathan was embarrassed.

By the next day, however, he decided that since he didn't have much choice, he might as well use this as a way to give him the momentum he needed to get into the rhythm of completing his homework.

What is keeping you from starting one of your goals? Is there an event or date coming up that can help jumpstart you into starting one of your goals. Select one of your goals that you have had a difficult time starting and add a date or event beside the goal.



Adapted from The 7 Habits of Highly Effective Teens by Sean Covey





Journal

Name _____

Date _____

22E

Write a short paragraph or two to go with one of these headlines:

- Student Reports Many “Make It Count” Learning Experiences!!
- New Things Learned in “Make It Count” by Student!!
- New Knowledge Counts in “Make It Count”!!
- Budget Pitfalls and Potholes!!
- Local Student Hears King’s Speech.





Student Assignment Sheet Lesson 23

“Purpose serves as a principle around which to organize our lives.”

–Anonymous

Assignment Code	Assignment Description	Date Due	Done	Portfolio
Opening Slate	Where can you obtain the most information about career options?	Lesson 23		
MC-23A	MUGS	Lesson 23		
MC-23B	Language Arts Focus: Writing Process	Lesson 23		
MC-23C	HOM	Lesson 23		
MC-23D	Science: Health Assessment	Lesson 27		✓
MC-23E	Community Experience	Lesson 23		✓





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

23A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

“you has to expect thing of yourself before you can do them

–michael jordan

Advanced Activity:

Rewrite the above sentence to include a gerund.





MUGS

Mechanics, Usage, Grammar, Sentences

Name _____

Date _____

23A

The following sentence contains one or more errors in mechanics, usage and grammar. Rewrite the sentence making the necessary corrections and submit it to your teacher.

“you has to expect thing of yourself before you can do them

–michael jordan

Advanced Activity:

Rewrite the above sentence to include a gerund.

Answers will vary.

Expecting great things of yourself helps you do them.

Answer:

“You have to expect things of yourself before you can do them.”

–Michael Jordan





Language Arts Focus

Writing Process

Name _____

Date _____

23B

The writing process involves several steps. These steps may seem like more work at first, but will actually help you begin to write more smoothly and easily.

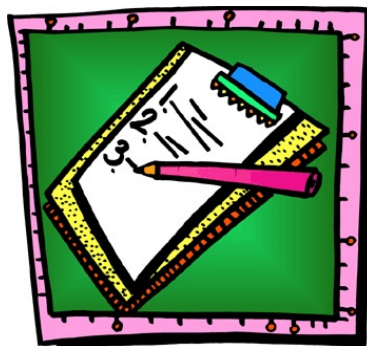
The first step is prewriting. As you begin thinking about writing for yourself or for an assignment, write down ideas or thoughts as they come to you. Then you can arrange them in some sort of order to give you focus.

The next step is to write a Rough Draft. Plan your topic sentences and supporting sentences for each paragraph. At this stage, do not worry about spelling or punctuation. Just write naturally and honestly until you come to a logical stopping point.

Step three is Revise/Respond. Read through your writing several times. Read it out loud. Notice the parts you like. Look for smooth-reading sentences. Be sure there is a focus or main idea. If you don't find one, write one. Reorder your sentences or paragraphs if this would make them more effective. Cut information that does not support the main idea. Add information or rewrite parts. Then, refine it so words and sentences are accurate and smooth.

The fourth step is to Edit/Proofread. Check spelling, punctuation, capitalization, usage, and grammar. Make necessary changes.

The final step is to Publish your writing. This is the fun time when you get to share your writing orally or in written form.





Habits of Mind

Begin with the End in Mind

Name _____

Date _____

23C

#5 - Rope Up

Mike wanted more than anything to be on the school track team. But first he knew he had to be in better shape. He decided that every day after school he would spend at least a half an hour running. There was only one problem. Mike had a hard time sticking to his commitment. It seemed like there was always something to do, or somewhere to go. Sometimes he would run, and sometimes he wouldn't. After a while, he realized he was getting nowhere.

Finally, one night, Mike told his dad about the hard time he was having. His dad had several suggestions. One was for Mike to find a friend to run with him. Someone who had the same goal and ideas that Mike did. Another idea was to go talk to the track coach and get some pointers on how he could best train to be on the track team.

Mike did both, and he found that when he "roped up" with other people his training was much more effective than it had been when he was running by himself.

Think-Pair-Share. How is "roping up" more effective than doing something by yourself? Are there some times when "roping up" is not the best idea?



Adapted from The 7 Habits of Highly Effective Teens by Sean Covey





Science

Health Assessment - Personal Health Plan

Name _____

Date _____

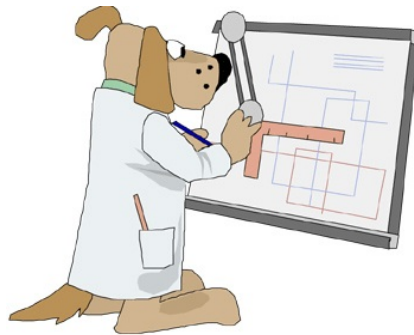
23D

You have learned a great deal about choices that concern your health. You have thought about risky behavior, substance abuse, and how the media tries to convince you to buy nicotine and alcohol. You have contrasted the risky behaviors with the 8 Laws for health designed by God.

Your task is to design your own personal health plan. This plan should include references to eating, drugs, alcohol, nicotine, sexual behavior, and other safety issues. Your plan will demonstrate your commitment to choosing a healthy lifestyle based on God's design.

Grades 5/6 At least two paragraphs

Grades 7/8 At least three paragraphs





Community Experience

Name _____

Date _____

23E

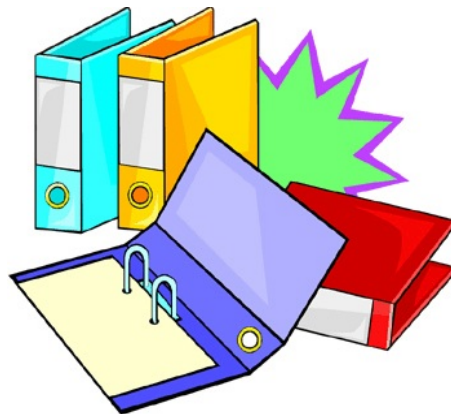
Write a reflective summary indicating your personal service opportunity.

1. Why was this project chosen? Include intelligence and spiritual gifts needed for this option.
2. Personal involvement.
3. Evaluation: Do you feel your intelligence and spiritual gifts matched your service opportunity? Explain your answer.
4. Indicate in your summary what you thought this experience would be, and then describe what is actually involved.

5th & 6th graders will write an essay of 150-300 words.

7th & 8th graders will write an essay of 200-400 words.

Your essay will be assessed for correct verb usage, spelling, grammar, paragraph structure, sentence structure, and basic mechanics.





Community Experience

Name _____

Date _____

23E

Write a reflective summary indicating your personal service opportunity.

1. Why was this project chosen? Include intelligence and spiritual gifts needed for this option.
2. Personal involvement.
3. Evaluation: Do you feel your intelligence and spiritual gifts matched your service opportunity? Explain your answer.
4. Indicate in your summary what you thought this experience would be, and then describe what is actually involved.

5th & 6th graders will write an essay of 150-300 words.

7th & 8th graders will write an essay of 200-400 words.

Your essay will be assessed for correct verb usage, spelling, grammar, paragraph structure, sentence structure, and basic mechanics.

1. ***This summary is due when portfolio is due. Remind students daily to work on this summary.***
2. ***This is one of the final assessment tools for this unit.***





Student Assignment Sheet

Lesson 24

“When one door closes, another door opens; but we so often look so long and so regretfully upon the closed door, that we do not see the ones which open for us.”

—Alexander Graham Bell

Assignment Code	Assignment Description	Date Due	Done	Portfolio
Opening Slate	How does the phrase, “Make It Count” apply to your life?	Lesson 24		
Portfolio	Complete assignments and portfolio	Lesson 27		





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