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Today's Headlines:

Students discover new ways to master the French Imperfect!

They accomplish this by completing:

A (20 pts.), B (40 pts.), C (20 pts.), D (20 pts.)

A. Start your day with the **news, DO BOTH and hand in!** DATE Limite:

- 1) Make a list of 3 Key Words used with the *Imparfait* and 3 Key Words used with the *Passé Composé*.
- 2) Make a list of Subject Pronouns and their corresponding verb endings in the *imparfait*. Give examples using 5 different stems.

B. On to **children's programming, CHOOSE ONE!** DATE Limite:

B1. Create and demonstrate a puzzle or game that shows when to use 6 Key Words/phrases, and the correct forms for 6 Subjects & 6 Verbs. Include *imparfait & passé composé*. (independently or w/ partner)

B2. Create wearable signs with 6 Key Words/phrases, 6 Subjects & 6 Verbs (*imparfait & passé composé*), then demonstrate how these are used in the correct order. (Groups of 3; one director + 2 movable actors)

B3. Create a song to demonstrate the uses of *imparfait vs. passé composé* using Key Words or phrases. (independently or w/ partner)

C. Time for some **adult drama, CHOOSE ONE!** DATE Limite:

C1. Write 3 questions for your favorite celebrity using the *imparfait & passé composé*. Include the name and a photo of the person and submit these via Dropbox on Bb. (partner needed for D)

C2. Create a chart or diagram that shows how to form and when to use the *imparfait* and submit via Dropbox on Bb.

C3. Interview a native French speaker to see if he or she can list the correct *imparfait* endings AND explain when to use the *imparfait vs. passé composé*. Write what you discovered and/or discussed and submit via Dropbox on Bb.

D. Everybody ends the day with **late night comedy, SHOWTIME!**

Perform a 5-minute version of your choice, either C1, C2, or C3. This can be a live presentation or a video.☺ DATE Limite:

Total Project Value: _____ / 100 points

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Exercise Science

Workout of the Day – BINGO

B	I	N	G	O
50 Push Ups	70 Air Squats	30 Pull Ups	40 Burpees	60 V Ups
50 Pulls Ups	25 Burpees	40 V Ups	60 Air Squats	45 Push Ups
50 V Ups	35 Pull Ups	65 Air Squats	35 Push Ups	35 Burpees
50 Air Squats	40 Push Ups	35 Burpees	45 V Ups	40 Pull Ups
50 Burpees	55 V Ups	55 Push Ups	40 Pull Ups	65 Air Squats

BINGO consists of getting five exercises done in a row, column, or diagonal line. Four corners does not work in this assignment. You must complete the exercise in the box before going on to a new box. A timer will be set and when you get BINGO, yell it out and we will check out your time. This is an honor code assignment due in class. I will be watching the entire class but get all your reps. Remember, you are not cheating me, but you are cheating yourself out of the work.

GET BETTER TODAY!

The reason I did this BINGO board is that it gets a quick, high intensity workout for time. The student needs to push but also think which path is going to be best to get BINGO. Not all quantities match up going across, or up/down, or diagonal, so the student may need to think which route gets the best bang for the buck.

3

Course MENU Choice Board

In the Choice Board below, I have activities differentiated for both ability and language.

Objective 1: Students will respond with “agree” or “strongly agree” to 90% of the questions on a survey that asks whether they understand the instructions and structure of each of the question types asked on the Accuplacer-ESL Language Use test.

Objective 2: From the diagnostic test to the posttest, students will get 20% more questions correct.

The Menu for Accuplacer Success

APPETIZER (In-class required) (10 points)

- Take the Accuplacer -ESL Language Use diagnostic test. Check your answers and complete the item analysis

MAIN DISH—choose based on your diagnostic score (50 points)

If you scored 90% or above on the diagnostic, retest using the practice test from the Language Use section of the ACES Accuplacer-ESL manual. Check your answers and complete the item analysis. Submit it to me.

If you scored 80% or above on the diagnostic, read the ACES Accuplacer-ESL Language Use Quick-Start Guide and then take the Language Use practice test (skip the reading instructional section). Check your answers and complete the item analysis. Submit it to me.

- If you scored 79% or below on the diagnostic, read the entire ACES Accuplacer-ESL Language Use instructional section and complete the questions within this section. Then take the Language Use practice test. Check your answers and Complete the item analysis. Submit it to me.

SIDES: Choose One (30 points)

Complete the web-based MyEnglishLab exercises based on the target areas identified in your Language Use diagnostic test. Send your scores to me.

If you scored 80%+ on the diagnostic and so did not read the Language Use instructional section and do the questions within, do so now.

(3)

If you scored 90%+ on the diagnostic and so did not take the Language Use practice test, do so now. Check your answers and Complete the item analysis. Submit it to me.

In the appendix, read the Spanish translations models. Translate the six given sentences into English, using correct punctuation. Take five minutes to explain and justify your translation to the class.

In the appendix, read the French translation models. Translate the six given sentences into English, using correct punctuation. Take five minutes to explain and justify your translation to the class.

In the appendix, read the Haitian Creole translation models. Translate the six given sentences into English, using correct punctuation. Take five minutes to explain and justify your translation to the class.

- In the appendix, complete the grammar exercises designed for Amharic speakers.
- Write 5 multiple-choice questions, each with 3 options, in the format of each of the five major questions featured in the Accuplacer Language Use test. This quiz will be given to the class.
- Create a 6-slide PowerPoint presentation featuring examples of each of the 5 types of Language-use questions. Present the slide to the class in a 5-minute speech.

Check Please! (required) (10 points)

In-class: Take the Accuplacer –ESL Language Use diagnostic test. Check your answers and complete the item analysis. Submit the item analysis to me.

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Objective:

Describe surfaces parametrically in three-dimensional space and find an equation of a plane.

<p>Using technology, graph your chosen parametric surface and your equation of the plane.</p>	<p>By hand, graph your chosen parametric surface and your equation of the plane.</p>	<p>Find parameterizations for the graphs of the following equations.</p> <p>a) $z = x^2$ b) $r = \theta^2$ c) $\rho = \theta^2$</p>
<p>Describe the difference between the shapes with the following parameterizations.</p> <p>a) $\Psi(x, y) = (x, y, \sqrt{x^2 + y^2}); 0 \leq x \leq 1, 0 \leq y \leq 1$ b) $\Psi(r, \theta) = (r \cos \theta, r \sin \theta, r); 0 \leq r \leq 1, 0 \leq \theta \leq 2\pi$ c) $\Psi(r, \theta) = (r \cos \theta, r \sin \theta, r); 0 \leq r \leq 1, 0 \leq \theta \leq \pi$</p>	<p>REQUIRED:</p> <p>Define what a parametric surface is in three-dimensional space and provide an example of a parametric surface. Define what a plane is and provide an example of an equation of the plane.</p>	<p>Find an equation for the plane passing through the points:</p> <p>$P_1(3, 1, -2)$ $P_2(-1, 2, 4)$ $P_3(2, -1, 1)$</p> <p>Use any method that we covered.</p>
<p>Give a real-life example and explanation of a parametric surface in three-dimensional space that affects your daily life.</p>	<p>Compare and contrast a parametric equation of a line in space and symmetric equations.</p>	<p>Give a real-life example and explanation as to how an equation of the plane can be used.</p>

(5)

Construction Management

Course objectives related to activity:

- Students should be able to define entitlement as it relates to changes
- Students should be able to research an issue to identify supporting and opposing evidence
- Students should be able to evaluate evidence to determine whether the general contractor is entitled to a change

Appetizer (Required)

- Complete supplemental reading "Contract Interpretation Principles"

Main Course (Choose 1)

- Read Case Study #1: Unforeseen Conditions.
- Read Case Study #2: Errors / Omissions.
- Read Case Study #3: Subcontractor Notification of Potential Change

Side Dishes Course (Choose 4)

- Review the contract interpretation principles. Mark with a plus sign those principles that you think would support the existence of a change. Mark with a minus sign those principles you think would oppose the existence of a change.
- Write a list of questions that need to be answered in order to determine whether there is entitlement to a change in the selected scenario.
- Identify two considerations from your personal experience that you might use to evaluate the provided case study.
- Interview a project manager. Ask them to describe the process they would follow to evaluate whether a change has occurred.
- Develop a decision tree that you could use to evaluate the presented case study.
- Rank your collected evidence in order from most important in determining entitlement to least important in determining entitlement.
- Brainstorm potential implications of the central issue on the project.

Dessert (Choose 1)

- Draw a balance scale. Show how you would "weigh" the collected evidence for or against entitlement. Omit any evidence that is based on opinion / not based in fact. Make sure that your drawing uses proportion to show which pieces of evidence carry the most weight and tips
- Write a one paragraph summary of your position regarding entitlement, including the evidence you feel supports your position.



menu

Biopsychology is being served today.

Assignment is worth 30 points.

Main dish: 15 points

Side dish: 10 points

Dessert: 5 points extra credit

Appetizer (Required)

Read Chapter 3: Biopsychology

Main Dish (Choose 1) – 15 points

1. Create an organized outline or study guide by topic. Be sure to identify and explain key terms. (Key terms can be found at end of the chapter.)
2. Answer correctly all of the questions at the end of the chapter.
3. Draw your own picture of the brain. Label and identify each part of the brain and explain the function of each.



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Side Dishes (Choose 1) – 10 points

1. Pick a day. Choose ten activities you did that day reflecting use of ten different parts of your brain. Identify a part of the brain that is used in accomplishing the chosen activity and explain why. For example, in gymnastics class I walked on a balance beam without falling off. My cerebellum which is part of the hindbrain and is responsible for balance and posture helped me to do this.

(Integrative Learning – Connection to Experience)

2. Reflect on the main dish you chose to do and answer all of the following questions:

(a) What did you do to prepare for the main course assignment? (e.g., review the chapter, review your class notes, study, quiz yourself, etc.) Explain.

(b) How might this inform you for how prepared you are for the exam? What else do you need to do to master the material? How much time do you think you will need?

(c) What was your goal for completing the assignment? (to learn the information, to get full credit, etc.) Is there a way you could have made this assignment more engaging and meaningful to you?

(Life Skills – Reflection on the Assignment, Planning)



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Dessert (Optional) – 5 points

Many diseases arise due to dysfunction in the brain. These include: Alzheimer's Disease, Parkinson's Disease, Multiple Sclerosis, and Chronic Traumatic Encephalopathy. For example, low levels of the neurotransmitter dopamine is a brain dysfunction in Parkinson's Disease.

Michael J. Fox, was diagnosed with Parkinson's Disease as a young man. He did not let it define his life and has raised millions of dollars for research on the disease.

1. (a) Read the following article:

<https://press.aarp.org/2017-03-30-Beating-the-Odds-Michael-J-Fox-Is-Still-Laughing>

(b) Are there any strategies Michael uses to cope with living with this difficult disease that you could use to cope with adversity in your own life? Which strategy, if any, could you use? Explain why it would be effective. (*Life Skills – Reflection on personal impact, connection or applicability of content*)

2. (a) Go to his charitable organization website and look at the different options for helping.

<https://www.michaeljfox.org/>

(b) Which option would you choose? Explain. (*Civic Engagement – Reflection Activity*)

If you would like to read more about Michael, he has written a memoir entitled, *Always Looking Up: The Adventures of an Incurable Optimist*, published by Hachette Books. Reprinted March, 2010.



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MENU Choice Board for STSU (Student Success Course)

APPETIZER— (Required)

- Review academic advising & transfer planning PowerPoint
- Read Student Insider's Guide

MAIN DISH— choose 1 of the following students, review their course history and complete the related advising sheet for their major. Finally, list any additional requirements needed for graduation. This can be completed individually or in groups of 2.

- Elisa, Biological Sciences major
- John, Business major
- Emily, Computer Science major
- Cynthia, General Studies SSAH major (psychology)

SIDES—Based on the student you chose in the Main Course section, please choose one of the following Universities/Colleges for them to transfer to (UMD, SHEPHERD, UB, UMBC, UMUC) and then choose 4 of the following questions to answer. (Use the MC website, ARTSYS, and 4-year University websites)

- What Transfer Partnership Program is available with this school? What are the benefits, and how do you apply to this program?
- If you chose UMD, is your major a limited enrollment program? If yes, what are the requirements/gateway courses for this major?
- What is the application deadline for Fall 2019? And what items are required (i.e. transcripts, SAT scores)?

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- What are the scholarship opportunities available? Please list 2-3 scholarships available, the criteria to apply, and deadlines
- How many credits does the transfer institution accept? What scores are needed for IB or AP exams? Do they accept CLEP?
- Using ARTSYS, find the recommended transfer program and list 3 required courses for the major/transfer school you chose.

DESSERT—choose 1 of the following to complete

- Attend the Transfer Fair and speak with a representative from the college/university you want to transfer to, take notes to turn in or present information to the class
- Attend a college visit or open house at your intended transfer school, bring back materials to present to the class or notes to turn in
- Schedule a meeting with a counselor to discuss the transfer process based on your intended major/transfer school, bring in a completed advising worksheet and course planning sheet
- Go to your school's website and complete the attached worksheet to answer specific questions about transfer



Understanding Angiosperm Reproduction (Plant Science)

Learning Outcome: Students will gain an understanding of the individual components of the Angiosperm lifecycle:

- 1) Sperm production
- 2) Egg production
- 3) Double Fertilization

Part 1:

1. Review the PowerPoint slides presented in class and watch the following link on Angiosperm Reproduction: <http://www.youtube.com/watch?v=bUjVHUf4d1I>
2. Make two diagrams: a) carpel b) anther Label all parts mentioned in the PowerPoint slides.

Part 2:

Choose one activity in each column: Sperm Production; Egg Production and Double Fertilization

Sperm Production	Egg Production	Double Fertilization
Review the diagram slide of male gametophyte formation. Make a diagram of each step in this process. Label all components of your diagram.	Review the diagram slide of female gametophyte formation. Make a diagram of each step in this process. Label all components of your diagram.	Review the slide of a mature embryo sac. Make a diagram of mature embryo sac including the pollen tube. Label all components of your diagram and designate what happens to each sperm.
Review the diagram slide of male gametophyte formation. Describe step-by-step what happens in this process.	Review the diagram slide of female gametophyte formation. Describe step-by-step what happens in this process.	Review the slide of a mature embryo sac. Describe step-by-step what happens in double fertilization.
Review the diagram slide of male gametophyte formation. Create your own slide explaining male gamete formation. Draw, label and explain each step in the process.	Review the diagram slide of female gametophyte formation. Create your own slide explaining female gamete formation. Draw, label and explain each step in the process.	Review the slide of a mature embryo sac including the pollen tube. Create your own slide explaining double fertilization. Draw, label and explain each step in the process.