

## Team 3 Contract

### 9440-Learning with the Internet

#### Collaborative Group Project

##### Vision Statement for Team 3

The members of Team 3 will collaborate effectively using Google Apps to create an exemplary website outlining Shelfari as a web 2.0 tool for teachers.

##### Personal Vision Statement

As a team member of group 3, I will strive to contribute to the team by communicating in a timely fashion, completing assignments on time, helping my fellow team members, and having a positive attitude.

##### Communication

Team 3 will communicate by using the following:

1. Planning Phase
  - a. Group Discussion Board in Blackboard (please “subscribe” to the various Forums to receive updates when posts are added).
  - b. Email, our group “virtual classroom” collaboration area on Blackboard, and Google Docs will be utilized to facilitate communication.
2. Production Phase
  - a. Google Docs will be used to collaborate and create final project web presence.
  - b. A Website will be used to display final project.

##### Time

1. Team members will monitor and respond to email, discussion board posts, and other communication tools on a daily basis.
2. Team member will post responsibilities to the appropriate discussion board thread. Members will complete these responsibilities along with others that may be assigned to them throughout the project.
3. During the final week of the project, team member should strive to monitor and respond to email, discussion board posts, and other communication tools as quickly as possible (multiple times per day). **I can check early morning and evening. Tschill I will check twice daily LPitcock I can check in most afternoons and evenings. HKatz-Urvan I check in the mornings and evenings daily. SMallory**
4. The overall project will be divided into small tasks. Team members will volunteer (or be assigned if necessary) to specific tasks.

I accept:

Theresa Schill Google id: [schillfamily1@gmail.com](mailto:schillfamily1@gmail.com) School email: [tswc7@mail.missouri.edu](mailto:tswc7@mail.missouri.edu)

Shelley Mallory Google id: [wendy031985@gmail.com](mailto:wendy031985@gmail.com) School email: [srmth9@mail.missouri.edu](mailto:srmth9@mail.missouri.edu)

Laurie Pitcock - Google id: [lauriebpitcock@gmail.com](mailto:lauriebpitcock@gmail.com) School email: [lbpyb9@mail.missouri.edu](mailto:lbpyb9@mail.missouri.edu)

Hannah Katz-Urban - Google id: [hannahkatz@gmail.com](mailto:hannahkatz@gmail.com) School email:

[hqk4y9@mail.missouri.edu](mailto:hqk4y9@mail.missouri.edu)

Tommy Hopper - Google id: [nhopper@falknerhighschool.com](mailto:nhopper@falknerhighschool.com) School email:

[tnh275@mail.missouri.edu](mailto:tnh275@mail.missouri.edu)

## Responsibilities

1. Setup a public webpage- **Completed but needs extra pages Smallory**

a. define the page-make a declaration of purpose and organize I **can work on a draft=tschill**

b. list GLEs for k-12 for subject selected **Theresa compiled these and I added them to our website. HKatz-Urban Finished**

c. list sites that support or teach the GLEs **Completed TSchill I created a subpage for Rocks and Soil resources. HKatz-Urban I added a few extra websites on both pages. I have included a website with lots of information and ideas for using Shelfari for student learning. I have provided a sample lesson plan. This plan is adapted from a Shelfari lesson plan. It is adapted specifically so that students can learn collaboratively about the Rock Cycle. LaurieP Finished!**

2. setup shelfari page-I will set up this page LPitcock **Looks great! I planned to do this but someone else beat me to it! Someone else deserves the credit. :) LPitcock**

a. create a list of books that would be appropriate for k-3, 4-8, 9-12 grade levels and list them on our google page I can list books for grades K-5 LPitcock I can add books for 6-8 and 9-12 if needed. **SMallory I set up a book list page and started working on the K-3 book list. Feel free to add. HKatz-Urban I added another set of books, tschill Finished**

3. Write a lesson on how to use the material on the page I will write lessons for grades K-5 LPitcock I developed an "Example Elementary Lesson Plan" that can be modified for grades 2-5. Please feel free to make changes. **HKatz-Urban I can help with the middle grades and upper if needed SMallory**

**Can we narrow our focus- I vote the "Rock Cycle" Theresa**

I also like narrowing the focus to the Rock Cycle. I think narrowing the focus will help us to do a thorough job. Laurie

I think we need to confirm with all of our group members, as it sounds like not everyone teaches

science. Narrowing the focus, however, makes a lot of sense. Would it work for us to choose one science concept and one social studies concept? Rock Cycle is fine with me for the science concept and I can help with resources for grade 2, specifically, as well as looking for resources at other levels. HKatz-Urvan

Here are the Gles for Earth Science-Rock Cycle

Earth Science

Grade 2

Science ES 1 A 2 b. Observe and describe the physical properties of rocks (e.g., size, shape, color, presence of fossils)

Science ES 2 A 2 a. Observe and recognize examples of slow changes in the Earth's surface and surface materials (e.g., rock, soil layers) due to processes such as decay (rotting), freezing, thawing, breaking, or wearing away by running water or wind

Science ES 3 A 2 a. Observe and describe ways humans use Earth's materials (e.g., soil, rocks) in a daily life

Grade 6

Science ES 2 A 6 a. Make inferences about the formation of sedimentary rocks from their physical properties (e.g., layering and the presence of fossils indicate sedimentation)

Science ES 2 A 6 b. Explain how the formation of sedimentary rocks depends on weathering and erosion

Science ES 2 A 6 c. Describe how weathering agents and erosional processes (i.e., force of water as it freezes or flows, expansion/contraction due to temperature, force of wind, force of plant roots, action of gravity, chemical decomposition) slowly cause surface changes that create and/or change landforms

Grade 8

Science ES 1 A 8 a. Differentiate between minerals and rocks (which are composed of different kinds of minerals)

Science ES 1 A 8 b. Describe the distinguishing properties that can be used to classify minerals (i.e., texture, smell, luster, hardness, crystal shape, streak, reaction to magnets and acids)

Science ES 1 A 8 c. Describe the methods used to identify the distinguishing properties of minerals

Science ES 1 A 8 d. Classify rocks as sedimentary, igneous, or metamorphic

Science ES 2 B 8 a. Explain convection currents are the result of uneven heating inside the mantle resulting in the melting of rock materials, convection of magma, eruption/flow of magma, and movement of crustal plates

Science ES 2 B 8 b. Explain how rock layers are affected by the folding, breaking, and uplifting of rock layers due to plate motion

Science ES 2 B 8 c. Describe how the movement of crustal plates can cause earthquakes and volcanic eruptions that can result in mountain building and trench formation

Science ES 2 C 8 a. Explain how heating and cooling in the mantle layer leads to the formation of metamorphic rocks and some igneous rocks

Science ES 2 C 8 b. Make inferences about the formation of igneous and metamorphic rocks from their physical properties (e.g., crystal size indicates rate of cooling, air pockets or glassy

texture indicate volcanic activity)

Science ES 2 C 8 c. Explain and diagram the external and internal processes of the rock cycle (e.g., weathering and erosion, sedimentation, compaction, heating, recrystallization, resurfacing due to forces that drive plate motion)

Science ES 2 D 8 a. Describe the methods used to estimate geologic time and the age of the Earth (e.g., techniques used to date rocks and rock layers, presence of fossils)

Science ES 2 D 8 b. Use rock and fossil evidence to make inferences about the age, history, and changing life forms and environment of the Earth (i.e., changes in successive layers of sedimentary rock and the fossils contained within them, similarities between fossils in different geographic locations, similarities between fossils and organisms present today, fossils of organisms indicating changes in climate, fossils of extinct organisms)

Grades 9-12

Science ES 2 B 9-12 b. b. Illustrate and explain the convection currents that result from the uneven heating inside the mantle and cause movement of crustal plates

Science ES 2 B 9-12 c. c. Describe how the energy of an earthquake travels as seismic waves and provides evidence for the layers of the geosphere

Science ES 2 B 9-12 d. d. Relate the densities of the materials found in continental and oceanic plates to the processes that result in each type of plate boundary (i.e., diverging, converging, transform

Science ES 2 B 9-12 e e. Describe the effects of the movement of crustal plates (i.e., earthquakes, sea floor spreading, mountain building, volcanic eruptions) at a given location on the planet

Science ES 2 B 9-12 f f. Articulate the processes involved in the Theory of Plate Tectonics (i.e., uneven heating of the mantle due to the decay of radioactive isotopes, movement of materials via convection currents, movement of continental and oceanic plates along diverging, converging, or transform plate boundaries) and describe evidence that supports that theory (e.g., correlation of rock sequences, landforms, and fossils; presence of intrusions and faults; evidence of sea-floor spreading)

Science ES 2 D 9-12 a. a. Use evidence from relative and real dating techniques (e.g., correlation of trace fossils, landforms, and rock sequences; evidence of climate changes; presence of intrusions and faults; magnetic orientation; relative age of drill samples)) to infer geologic history

Theresa Schill