Activities and Assignments

Learning Contract

__ **Teacher tool**   ✔ **Student tool**

A learning contract is a working agreement between a student and the teacher that outlines how that student will meet specific learning objectives. Such a contract permits students to have control over their learning, with teacher approval. It also allows students to design a series of learning experiences that will result in certain types of learning. The teacher must approve the learning contract.

My Name: _____ Teacher Signature: _____

Class/Course: _____ Grade Level: _____

Topic: _____

Learning Objectives	Related Lesson/ Assignment/ Activities (How I will learn?)	Materials or Text Support (Things I'll need in order to learn.)	Evidence of Learning (How will I show that I learned?)	Due Date
I will learn...				
I will learn...				
I will learn...				
I will learn...				
I will learn...				

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Self-evaluation: For each learning objective, describe whether you met that objective and the evidence that supports your conclusion.

Teacher evaluation: For each objective, assesses the student's achievement and comment on the evidence.

Domain 3

Activities and Assignments

Alternative Project Proposal

___ **Teacher tool**   ✔ **Student tool**

Students can learn more and become more engaged when they can choose certain aspects of their learning, in appropriate ways, at appropriate times. You can create a menu for students with ways to learn a portion of the content or demonstrate goal achievement. You can also give students the option of creating their own alternatives for learning a portion of the content or demonstrating goal achievement.

Students generally benefit from choosing from a list of teacher-created alternatives initially. As students become more familiar with the process, they can generate their own ideas. Students' success in creating alternatives for their learning depends, in large part, on the quality of the learning goals that you have created and shared.

Distribute the worksheet to students so that they can design their own projects for designated units of study.

Carefully review the description, goals, and criteria for the class assignment. If you decide that you would like to propose an alternative project, follow the steps below:

1. Complete all parts of this form.
2. Submit the completed form to me by _____.
3. Meet with me to review the proposal on a date that we have agreed on.
4. Clarify any questions and complete a project time line.
5. Follow the time line and submit the final project by _____.

Name: _____ Class/Period: _____

1. This project proposal is submitted to take the place of class assignment: _____
2. Briefly describe the project you are proposing as an alternative to the class assignment.

3. Write the learning goals provided for this assignment, and describe the activities you will accomplish to meet those goals. In the last column, describe how you will show me that you have met the learning goal once you have accomplished the proposed activities.

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Learning Goals	Proposed Activities	Materials Needed	Completion Date	Evidence of Goal Achievement

4. Based on teacher feedback, my revised proposal is as follows:

5. Time line for project:

Student signature: _____

Teacher signature: _____

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Guidelines for Creating a Passion Project

1. Passions are those things you love, greatly enjoy doing, and have a good storehouse of knowledge about. Clearly explain your passion and why others would want to know about this topic:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. Meet with the teacher to find an appropriate unit project that can be replaced by your passion project.

Teacher meeting date:_____

Unit project to be replaced by the passion project: _____

Due date for the passion project:_____

Signature of teacher: _____

Signature of student:_____

3. Construct your passion project for presentation to the class.

■ Think of an interesting way to present your passion project (PowerPoint, speech, role play, charts/posters, etc.).

■ In your presentation, tell the class:

  ‣ How you became involved with the topic

  ‣ How you came to know your topic

  ‣ Why you enjoy your topic

  ‣ What makes your topic interesting

■ Provide the class with information that could stimulate them to investigate this topic.

■ Offer the class a list of resources, websites, books, or other materials that could get other students started on your topic.

4. Your passion project will be graded based on the rubric attached. Your grade on the passion project will replace the grade on the unit project.

Rubric for Passion Project

CATEGORY	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems fairly prepared but might have needed a couple more rehearsals.	Student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem prepared to present.
Enthusiasm	Student's facial expressions and body language generate a strong interest and enthusiasm about the topic in the audience.	Student's facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in the audience.	Student's facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Student makes very little use of facial expressions or body language and did not generate much interest in the topic in the audience.
Content	Student shows a full understanding of the topic.	Student shows a good understanding of the topic.	Student shows a good understanding of parts of the topic.	Student does not seem to understand the topic very well.
Resources	Student provides a wide range of resources (at least 10) including websites, text, and artifacts.	Student provides a range of resources (at least 8) including websites, text, and artifacts.	Student provides some resources (at least 5) including websites and text.	Student provides few resources (less than 5), which include websites and text.
Connection to Content	Student makes exceptional connections to content including math, science, social studies, language arts, the arts, physical education, and/or other areas of study.	Student makes some connections to content including math, science, social studies, language arts, the arts, physical education and/or other areas of study.	Student makes few connections to content including math, science, social studies, language arts, the arts, physical education, and/or other areas of study.	Student makes no connections to content.