**Solar System MENU**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- |
| **Appetizer** | **Compare and Contrast**Select any 2 planets to compare and contrast with a Venn Diagram. | **Narrative Story**Pretend you are a traveler from another galaxy. Write a narrative describing what you see as you travel from the outermost part of our Solar System in toward the Sun. | **Make Numbers Visual**Construct a graph or design a chart that explains the size of each planet. |
| **Main Course** | **Draw it**Mrs. Supan’s astronomy PowerPoint needs to be updated. Can you help?Draw a cartoon, such as a comic strip, that describes how the length of year is affected by the location of the planet. | **Music**The English composer Gustav Holst composed a group of pieces for orchestra entitled The Planets. The seven pieces described musically each of the planets. Listen to one of the pieces. Write a well-developed paragraph describing how Holst used music to represent the planet. (You can find these on the internet) | **Sensory Vocabulary**Select 10 key terms from this unit and complete the vocabulary senses activity for each one.(You can get these handouts from me) |
| **Dessert** | **Travel Brochure**Use Publisher or construction paper to make a persuasive travel brochure which entices vacationers to visit a planet and experience its unique features. | **Jeopardy**Download the Jeopardy PowerPoint template and create review questions and answers for the unit. | **Script it/Video it**Write the script for a short play detailing a conversation between 2 different celestial bodies. (Hint: The situation should be one where they have to describe themselves.) Act it out and submit the video on to the T-drive or on a USB. |

DUE DATE: Friday November 8th, 2013

Solar System MENU - Scorecard

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| --- | --- | --- |
| **Compare and Contrast**  | **Narrative Story**  | **Make Numbers Visual**  |
| Minimum of 5 items in each section  | \_\_\_\_\_ /3  | Story format from perspective of an intergalactic traveler  | \_\_\_\_\_ /1  | Graph or chart shows planet sizes in the correct proportions.  | \_\_\_\_\_ /4  |
| All information is correct  | \_\_\_\_\_ /3  | Correctly describes outer and inner planets, the sun, and other objects in the solar system.  | \_\_\_\_\_ /5  | Correct numerical values for planet sizes are included.  | \_\_\_\_\_ /2  |
| Each item is unique from the others  | \_\_\_\_\_ /3  | Objects are described in the correct order if travelling toward the sun.  | \_\_\_\_\_ /3  | Graph and planets are labeled.  | \_\_\_\_\_ /2  |
| Correct grammar and spelling  | \_\_\_\_\_ /1  | Correct grammar and spelling  | \_\_\_\_\_ /1  | All numbers have units.  | \_\_\_\_\_ /2  |
| TOTAL  | \_\_\_\_\_ /10  | TOTAL  | \_\_\_\_\_ /10  | TOTAL  | \_\_\_\_\_ /10  |
| **Draw it**  | **Music**  | **Sensory Vocabulary**  |
| Explanation of year length is correct  | \_\_\_\_\_ /5  | Characteristics of the music are described well  | \_\_\_\_\_ /5  | Each sense makes sense. ☺  | \_\_\_\_\_ /2  |
| Explanation of year length is clear and easy to understand  | \_\_\_\_\_ /5  | Shows how the characteristics of the music match the characteristics (or characterization) of the planet  | \_\_\_\_\_ /4  | All 10 senses sheets are included.  | \_\_\_\_\_ /8  |
| Length of year is shown for more than one planet  | \_\_\_\_\_ /4  | All information about the planet is correct  | \_\_\_\_\_ /4  | Words are used correctly, and in the context of Earth Science. | \_\_\_\_\_ /3  |
| Correct grammar and spelling.  | \_\_\_\_\_ /1  | Correct grammar and spelling  | \_\_\_\_\_ /2  | Correct grammar and spelling  | \_\_\_\_\_ /2  |
| TOTAL  | \_\_\_\_\_ /15  | TOTAL  | \_\_\_\_\_ /15  | TOTAL  | \_\_\_\_\_ /15  |
| **Travel Brochure**  | **Jeopardy**  | **Script it/Video it**  |
| Is a persuasive travel brochure  | \_\_\_\_\_ /3  | All vocabulary terms from the unit are in the game  | \_\_\_\_\_ /5  | The script/play is based on a conversation between 2 celestial bodies  | \_\_\_\_\_ /4  |
| Includes pictures of the planet  | \_\_\_\_\_ /3  | All “main ideas” from the unit are in the game  | \_\_\_\_\_ /5  | Both celestial bodies are described correctly  | \_\_\_\_\_ /5  |
| Features of the planet are well described  | \_\_\_\_\_ /7  | Questions are clearly worded  | \_\_\_\_\_ /4  | Features of the celestial bodies are well described  | \_\_\_\_\_ /5  |
| Creatively spins planet’s features into a desirable destinations  | \_\_\_\_\_ /3  | No more than 50% of the questions are basic recall  | \_\_\_\_\_ /5  | The conversation flows well and is not awkward  | \_\_\_\_\_ /5  |
| Seamlessly includes information about planet’s:  Atmosphere  Temperature  Size  Rotation and revolution  Moons (?)  | \_\_\_\_\_ /7  | Questions increase in complexity as they go down the board, but are fair for all students  | \_\_\_\_\_ /4  | Celestial bodies are easy to identify in the video  | \_\_\_\_\_ /4  |
| Brochure shows that you understand this planet  | \_\_\_\_\_ /4  | PowerPoint file functions correctly  | \_\_\_\_\_ /4  | Video file functions correctly  | \_\_\_\_\_ /4  |
| Correct Grammar and Spelling  | \_\_\_\_\_ /3  | Correct grammar and spelling  | \_\_\_\_\_ /3  | Correct grammar and spelling  | \_\_\_\_\_ /3  |
| TOTAL  | \_\_\_\_\_ /30  | TOTAL  | \_\_\_\_\_ /30  | TOTAL  | \_\_\_\_\_ /30  |

**Sensory Vocabulary** Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_

List the word and definition in the middle.

TASTE

SIGHT

TOUCH

HEAR

SMELL