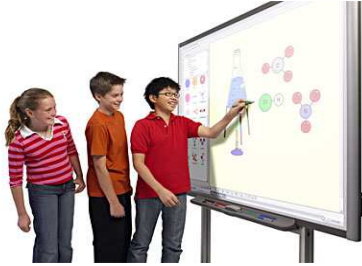


Teachers Cutting Paper Usage; Kids Loving It

Hannah Simpson, Miami Herald | Friday, March 27, 2009

In classrooms throughout South Florida, paper is becoming more of a relic than an educational staple. The result: homework done online. Paperless term papers. Math problems completed on an interactive whiteboard. An entire course of physics problems contained on a single compact disc. And, schools hope, savings in an ever-tightening budget crunch.



At schools around Florida, educators are trying to trim the reams of paper they use to save money, spare trees and keep kids engaged in ways that old-fashioned writing just doesn't allow. While schools would be hard-pressed to eliminate paper altogether, technologies like interactive whiteboards and document projectors have proven to be popular substitutes. Strauss keeps track of how many copies

teachers are making and sends a note (e-mail, of course) to those who have fewer than 500 per month with "a thank you for thinking green and helping the budget," he said. Those who exceed 2,000 copies in a month get a note urging them to reconsider their paper-dependent ways. "If they can get more engaged in active learning and less reliant on worksheets, they'll learn more," Strauss said.

Christopher Stella, who teaches a fourth- and fifth-grade class at the school, posts to his class website all the information he might have otherwise sent home with kids on paper. Documents for homework are scanned and posted as PDF files. Kids can write book reports on a book-themed website and submit them to the teacher there. At South Miami Middle, seventh-grade civics teacher Sofia Padilla prefers to have her students learn on computers or through games like *Jeopardy!* "Some parents ask: 'Where's the paper?'" said Dawn Huckestein, who assigns homework online and has her second- and third-graders at Virginia Shuman Young use the interactive whiteboard. "It's what they're used to." Many Broward teachers say they use a document camera and projector and have students copy from the board in their own composition books instead of giving handouts. Robert Rosen, who teaches Advanced Placement physics at Marjory Stoneman Douglas High in Parkland, grew weary of wondering if his paper supply was going to be cut off from year to year. So, about six years ago, he scanned all of the information he hands out -- which would amount to something like 200,000 copies for all of his classes -- and put it on compact discs.

1. In appropriate paragraph form, compare and contrast the strengths and weaknesses regarding teachers reducing paper consumption and thereby moving away from the more traditional means of disseminating information and providing instruction. Illustrate a Venn Diagram to organize your thoughts.
(GPS – Grades 6 – 8: MRC a, d)
2. Robert Rosen has recently determined that he is consuming approximately 87% less paper than he did in 2003; however, 2% more than he did in 2005. How many more sheets of paper did he consume in 2003 than 2009? Compare Robert's unique approach towards conservation to Sofia Padilla.
(GPS - Grade 6: M6N1 f, g; addressed September 2 – October 17, 2008)
3. A school administrator was recently charged with implementing innovative conservation strategies in the instructional setting. She has compiled the following information about three teachers employed in her facility: Mr. Wright has consumed two times his allotted paper supplies for the month of March which represents $\frac{3}{4}$ of Mrs. Wilson's total figures. The two teachers combined increased by 900 equates to Mrs. Jones' paper consumption. Teachers are allotted 2,000 sheets per month. Define a variable(s), write an equation, solve the equation, and interpret the number of sheets each teacher has consumed throughout the month of March.
(GPS Grade 7: M7A2a; addressed September 2 – October 3, 2008)
4. A recent paper consumption audit in one middle school yielded the following results for the month of March: 47,000 sheets of paper were utilized which represents an increase of 11,000 sheets. At a constant rate of growth, how many more sheets would be used in the month of December (excluding the summer months of June and July). What would the slope of the line in a graph of this situation represent? Write the equation in slope intercept form ($y = mx + b$). **(GPS Grade 8: M8A4a; addressed August 4 – October 17, 2008)**
5. Upon completion of this assignment, how far have we progressed through the 2008-09 series of *The Daughtry Times*®? Express your answer interchangeably as a fraction, decimal, percentage, and circle graph.
(GPS – Grade 6: M6N1 f, g; M6D1c; Grade 7: M7D1 f)
6. Using contextual clues only, define the following italicized words: *reamse*, *relic*, *engaged*, *interactive*, *composition*, and *weary* obtained from the passage above. Additionally, use each word in a complete sentence to further demonstrate comprehension. **(GPS – Grades 6 –8: MRC a, c, d)**

Georgia Performance Standards (GPS) adapted from georgiastandards.org. Standards specifically addressed in this edition are strategically aligned with the curriculum map and annotated adjacent to the respective grade level inquiry.

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