

Student Project Plan

Essential Question: How do we use the FEW that we have?

Unit Summary

In this interdisciplinary project, students learn about the importance of FEW (food, energy, and water) and research the issues surrounding its sustainability. The project is broken into four separate endeavors, focusing on each of the FEW; then in the final piece, students synthesize their learning to generate an action plan for answering the Essential Question.

The following student project plan is a sample for the Water portion of the project.

1. We will write a research paper answering the five questions we want to learn about our water issue.
 - a. Group members:
 - b. Our water issue: _____
 - c. The five questions we will answer:
 - i.
 - ii.
 - iii.
 - iv.
 - v.
 - d. Tasks we need to do to complete this project:
 - e. Materials or resources we will need:
 - f. We will complete this project by _____

This will be assessed using the Research Rubric.

2. We will create a display or model that demonstrates our understanding of a water issue. We choose to create a: _____
- a. Group members:
 - b. Tasks we need to do to complete this project:
 - c. Materials or resources we will need:
 - d. We will complete this project by _____

This will be assessed using the Construction Rubric.

3. I will write an editorial on our wiki defending my opinion on a controversial water issue. I choose (please circle one):

Industrial or farm pollution	Sewer runoff
Fish depletion	Recreational use
Water power	Selling water
Conservation/consumption	Water treatment
Floods/control	Dams
Irrigation rights	Groundwater overuse
Other: _____	

- a. Tasks I need to do to complete this project:
- b. Materials or resources I will need:
- c. I will complete this project by _____

This will be assessed by our class-created Editorial Rubric.

4. We will decide on a question we would like to answer related to the science of water. We will design an experiment to answer our question. We will then either give a demonstration of our experiment to the class or ask our classmates to participate in an activity to help them answer our question.
 - a. Group members:
 - b. Our question:
 - c. Tasks we need to do to complete this project:
 - d. Materials or resources we will need:
 - e. We will be ready to present/teach by _____

This will be assessed using the Collaboration Checklist, the Design an Experiment Rubric, and the Group Presentation Rubric.

5. We will participate in a simulation concerning a river running through our town. The city council will hear our desire to use the river's water for our purposes, taking into account the competing needs of the other groups in the simulation.
 - a. Group members:
 - b. Our group will take on the role of:
 - c. Tasks we need to do to complete this project:
 - d. Material or resources we will need:
 - e. We will be ready to present to the city council by _____

This will be assessed using the Simulation Rubric.

Group Members Signatures:

_____ Date: _____

_____ Date: _____

_____ Date: _____

_____ Date: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Student Action Plan

Team Member Names: Jane Jones and Sara Smith

Date: Nov. 30

Mrs. Smith/Period 2

Romeo & Juliet Project:

Action Plan and Presentation Confirmation Form

Directions: In this project, you will apply the themes and issues in *Romeo and Juliet* to modern life and work on solutions to age-old problems that are presented in the play: communicating with parents, dealing with peer pressure, maintaining self-control, making good decisions, combating hate crimes, and preventing suicide. Part of the assignment involves sharing your ideas and solutions to a wider audience than just your classmates. Use the information below to plan and document your presentation to an outside audience. Remember the steps for any successful action plan:

- Step 1: Determine what problem or issue you want to address
- Step 2: Plan what you can do to change it
- Step 3: Decide what materials or resources you need
- Step 4: Act on your plan
- Step 5: Evaluate and celebrate your success!

(Source: <http://www.nationaltcc.org/tcc/?pg=7064>)

Pre-Planning

Problem or issue you want to address: teenage suicide

Targeted Audience: friends of teenagers who may be suicidal

Ideas where you could find this audience: counselor's office, mental health department, hospital, school, peer mediation group

Possible contacts to set up a presentation: school counselor, school nurse, librarian

Ideas for the presentation/ways your team can help make a difference: put on a skit at the next assembly; create poster board with a holder for brochures to put in school library; present warning signs during home room, talk to student groups at lunch.

Planning

Type of presentation (What will you do?): Present to five home rooms over a week's time, giving a five minute talk about warning signs and what to do and hand out brochures. Put up poster in library with brochures and put in a morning announcement about brochures being available in the library.

Who else could help you? Local mental health office

Presentation date set for: week of Dec 3rd

Expected audience and quantity: 20-30 students per class, so around 125 students, plus brochures in library will reach other students

Location: school

Contact name and phone number: school librarian, Mrs. Smith, Ms. Jones, Mr. Johnson, Mr. Wright, Ms. Waters

Any "advertising" or publicity done to ensure a good-sized audience: morning announcement

Materials needed (computer/files, handouts, props, signs, and so forth): brochures, poster

Presentation

Description of the audience (all adults, children between 8–10, and so forth)

teenagers between 14-18 and their teachers

Number of attendees 135 students + 5 teachers

Summary of experience (What did you do? How did it go? How well was it received? What kind of feedback did you get? Do you think it will make a difference?):

Students were interested and teachers said we did a good job. We hope it made a difference--even if just in the life of one student. Everyone was given a brochure so they all now have the resources to contact in case they need help. They didn't have that before.

Other comments: _____

Parent/Guardian Confirmation

The presentation was completed to an outside audience as is stated above.

Comments about the presentation or assignment: Signatures below are from the teachers of the homerooms.

Signature of a team member's parent/guardian

Date