

PROJECT OVERVIEW

Name of Project	Myths and Mysteries of the Sea	Duration: 30+ contact hours
Subject/Course	* Arts -> Elementary * English Language Arts -> Elementary * Math -> Elementary * Science -> Elementary	Teacher(s): Kara Allan and Beth Parsons
Other subject areas to be included, if any		

Project Idea Summary of the issue, challenge, investigation, scenario, or problem:	Students designed an aquarium exhibit within a given theme. Each student was assigned a job that is reflective of the professional teams who would work on such a project in the real world. Students had to consider variables such as cost effectiveness, audience, educational value.
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Driving Question	What makes a successful aquarium exhibit?
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Content Standards to be taught and assessed	Science: 6.1 structure and function: living and nonliving... 6.2 Intereaction and change: Related parts... 6.4 Identifying needs... Math: CCSS.6.G solve real world and mathematical problems involving area, surface area, and volume... ELA: CCSS.ELA-Literacy.RI.6.7 Integrate information... W.6.2 Write informative/explanatory texts... W.6.6 Use technology, including the internet, to produce...
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21st Century Skills to be taught and assessed	<input checked="" type="checkbox"/> Critical Thinking/Problem Solving	<input checked="" type="checkbox"/> Communication (Oral Presentation)	<input checked="" type="checkbox"/> Collaboration	<input checked="" type="checkbox"/> Tech Literacy
	<input type="checkbox"/> Other :			

Major Products	Group	project board, oral presentation	Presentation Audience <input checked="" type="checkbox"/> Class <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> School <input checked="" type="checkbox"/> Experts <input checked="" type="checkbox"/> Admin./Staff <input type="checkbox"/> Online <input type="checkbox"/> Other :
	Individual	each student was assigned a job within the group, each job had parts of the project board they were responsible for. For example: the biotic aquarist provided information and photos about the animals	



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Entry Event to launch inquiry, engage students	The educational liaison from our local aquarium came and shared with the students that the aquarium was looking for ideas for their new exhibit. She shared the theme of the exhibit and asked the students what they thought made a good exhibit. Through the lens of their assigned jobs, students created rubrics for scoring exhibits currently at the aquarium.			
Assessments	Formative Assessments (During Project)	<input type="checkbox"/> Quizzes/Tests	<input type="checkbox"/> Journal/Learning Log	<input checked="" type="checkbox"/> Preliminary Plans/Outlines/Prototypes
		<input checked="" type="checkbox"/> Rough Drafts	<input type="checkbox"/> Online Tutorial(s)	<input checked="" type="checkbox"/> Practice Presentations
		<input type="checkbox"/> Notes	<input checked="" type="checkbox"/> Checklists	<input type="checkbox"/> Content Maps
		<input type="checkbox"/> Other :		
	Summative Assessments (End of Project)	<input checked="" type="checkbox"/> Oral Presentation, with rubric	<input type="checkbox"/> Multiple Choice/Short Answer Test	<input checked="" type="checkbox"/> Written Product, with rubric
		<input checked="" type="checkbox"/> Peer Evaluation	<input checked="" type="checkbox"/> Self-Evaluation	<input type="checkbox"/> Other Product(s), with rubric
Resources Needed	On-site people, facilities	Teachers		
	Equipment	computers with activinspire or a paint program, and internet connection		
	Materials	research materials on marine animals, bugeting, and marketing strategies		
	Community Resources	Aquarium Educational Liaison, Aquarium		
Reflection Methods to look back on content and process	Group	<input type="checkbox"/> Focus Group	<input checked="" type="checkbox"/> Whole-Class Discussion	<input type="checkbox"/> Fishbowl Discussion
		<input type="checkbox"/> Other :		
	Individual	<input type="checkbox"/> Journal/Learning Log	<input checked="" type="checkbox"/> Survey	<input type="checkbox"/> Open-Ended Questions
		<input type="checkbox"/> Other :		

