

PROJECT OVERVIEW

Name of Project	Native Plants and Migratory Songbirds	Duration: <10 contact hours
Subject/Course	* Science -> Middle School -> Life Science	Teacher(s): Rodger Johnson, Scott Metz, Meg Groat
Other subject areas to be included, if any	7th and 8th grade science courses. We collaborated with the Language Arts class/teachers for writing the research papers.	

Project Idea Summary of the issue, challenge, investigation, scenario, or problem:	Marked decline of native neotropical migratory songbird populations is a problem most teenagers are unaware of. Through this project, students gain background knowledge on native songbirds and plants, then use that information to tackle the question: How can a native plant help a bird in trouble? They choose a specific native plant
Driving Question	How can a native plant help a bird in trouble?
Content Standards to be taught and assessed	7.2L.2: Plant and animal energy. 7.2E.3: How humans and natural processes effect environmental change. All 3 7th grade inquiry standards. Engineering and Design standards 1&2.

21st Century Skills to be taught and assessed	<input type="checkbox"/> Critical Thinking/Problem Solving	<input checked="" type="checkbox"/> Communication (Oral Presentation)	<input checked="" type="checkbox"/> Collaboration	<input type="checkbox"/> Tech Literacy
	<input type="checkbox"/> Other :			

Major Products	Group	A native plant garden on the school campus. Presentation posters of student data and research at Beaver Creek State Natural Area.	Presentation Audience <input type="checkbox"/> Class <input type="checkbox"/> Community <input type="checkbox"/> School <input type="checkbox"/> Experts <input type="checkbox"/> Admin./Staff <input type="checkbox"/> Online <input type="checkbox"/> Other :
	Individual	Native plant research papers. Small presentation posters describing each student's native plant and an associated migratory songbird.	



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Entry Event to launch inquiry, engage students		Field trip to <i>Oregon Coast Aquarium</i> for a presentation on landscaping with native plants.		
Assessments	Formative Assessments (During Project)	<input checked="" type="checkbox"/> Quizzes/Tests	<input type="checkbox"/> Journal/Learning Log	<input type="checkbox"/> Preliminary Plans/Outlines/Prototypes
		<input checked="" type="checkbox"/> Rough Drafts	<input type="checkbox"/> Online Tutorial(s)	<input 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 type="checkbox"/> Self-Evaluation	<input type="checkbox"/> Other Product(s), with rubric
Resources Needed	On-site people, facilities	Guest speakers/ experts on native plants.		
	Equipment	Shovels. Rubber Boots. Wheelbarrows.		
	Materials	Plants. Soil/compost. Mulch. Planting site flagging		
	Community Resources	A planting site for the garden. Guest speakers: Oregon State Parks, OSU Master Gardeners, BLM native plant production project. Field trip collaborators: Eddyville Charter School, Oregon Coast Aquarium, Oregon State Parks.		
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 :		

