

PROJECT OVERVIEW

Name of Project:	Paleotsunami Coring	Duration:					
Subject/Course: science	Teacher(s): Sean Bedell	Grade Level: 6th					
Other subject areas to be included, if any:	Language arts, social studies, math						
Project Idea Summary of the issue, challenge, investigation, scenario, or problem:	Students will design a study of our marsh to look for evidence of paleotsunamis, and work to help prepare our community.						
Driving Question	How can we as 6 th graders learn more about our risks for earthquakes and tsunamis, and how can we better prepare our community?						
Content and Skills Standards to be addressed:	<p>Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions Drawn from the text.</p> <p>Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>6.1E.1 Describe and compare the properties and composition of the layers of Earth.</p> <p>6.2P.1 Describe and compare types and properties of waves and explain how they interact with matter.□</p>						
		T+A	E			T+A	E
21st Century Skills to be explicitly <i>taught and assessed</i> (T+A) or that will be <i>encouraged</i> (E) by	Collaboration	X		Other:			
	Presentation	X					

project work, but not taught or assessed:	Critical Thinking:					
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			Presentation Audience:		
Culminating Products and Performances	Group:	Webpage write up, presentation about disaster relief area, tsunami structure challenge	Class:	X	
			School:		
			Community:	X	
	Individual:			Experts:	X
				Web:	X
				Other:	

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Entry event to launch inquiry, engage students:	
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Assessments	Formative Assessments (During Project)	Quizzes/Tests		Practice Presentations	X
		Journal/Learning Log	X	Notes	X
		Preliminary Plans/Outlines/Prototypes		Checklists	X
		Rough Drafts		Concept Maps	
		Online Tests/Exams		Other:	
	Summative Assessments (End of Project)	Written Product(s), with rubric: _____	X	Other Product(s) or Performance(s), with rubric: _____	
		Oral Presentation, with rubric	X	Peer Evaluation	
		Multiple Choice/Short Answer Test		Self-Evaluation	
		Essay Test		Other:	

Resources Needed	On-site people, facilities:	
	Equipment:	Coring equipment, computers,
	Materials:	
	Community resources:	Scientists from OSu



Reflection Methods	(Individual, Group, and/or Whole Class)	Journal/Learning Log	X	Focus Group	
		Whole-Class Discussion	X	Fishbowl Discussion	
		Survey		Other:	

PROJECT TEACHING AND LEARNING GUIDE

Project:	Course/Semester:
Knowledge and Skills Needed by Students to successfully complete culminating products and performances, and do well on summative assessments	Scaffolding / Materials / Lessons to be Provided by the project teacher, other teachers, experts, mentors, community members
Knowledge of processes inside the earth	→ Direct instruction, text books, videos
Knowledge of marsh coring processes	→ Scientists from Oregon State University
Knowledge of local geologic processes	→ Reading from the book “The Orphan Tsunami of 1700” By Brian Attwater
Presentation skills	→ Student created rubric
Disaster relief knowledge	→ On line research
	→
	→

PROJECT CALENDAR

Project:

Start Date:

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

PROJECT WEEK ONE

Teaching of basic process inside the earth

Begin planning for coring trip by looking at maps and picking spots for coring.

Writing letters to property owners for permission to access property

PROJECT WEEK TWO

Begin creating website

Working on website

Coring trip

PROJECT WEEK THREE

Trip to core lab at OSU

Analyzing cores

Write up on data

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