

Project Title: Water vs. Water Alternatives

Creator: Julie Clark

Grade Level/Course: 7th science

Creation Date (month/year): 5/2013

Project Length: 4 – 5 weeks

This document is intended to be a *summary* of your Project Based Learning unit. Please answer each question briefly; this document should not exceed three pages, not including attachments. Attach further details as indicated below.

PROJECT SUMMARY

Project Idea (Summary of the issue, challenge, investigation, scenario, or problem): This project is intended to teach students how to apply a sound decision-making process to making health choices. They will learn why their bodies need water, and then examine the alternatives and the consequences of drinking those alternatives if they choose to drink them instead.

Driving Question: How does water better meet the nutritional needs of my body in comparison to bottled alternatives?

OUTCOMES

Standards to be taught and assessed (Science Standards, CCSS, Math)

CODE	STANDARD
S4. 4CH-E2. PO 1.	Identify a variety of media messages and determine how they influence your health
S6. 6CH-E1.	Apply a sound decision-making process that includes an examination of alternatives and consequences and determines a course of action to resolve health issues and problems individually or collaboratively
S6. 6CH-E2.	Explain how decisions regarding health behaviors have consequences for self and others
NGSS.	Engage in Argument from Evidence, Obtaining, Evaluating, and Communicating Information

Skills embedded in these standards:

<ul style="list-style-type: none"> ✓ 21st Century Skills to be taught and assessed: ✓ Communication (note taking, planning and making oral presentations) ✓ Technology (using the internet) ✓ Group Process (delegating and assigning roles, teamwork, conflict resolution) ✓ Design (using a design process, planning, goal setting, using rubrics) ✓ Problem solving and critical thinking (evaluating evidence, generating ideas, brainstorming, research strategies, etc.) ✓ Task and self-management 	<ul style="list-style-type: none"> ✓ Habits of Mind to be nurtured, developed and assessed: ✓ Persisting ✓ Striving for accuracy and precision ✓ Applying past knowledge to new situations ✓ Creating, imagining, and innovating
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PRODUCTS

Major Products and Target Audience (possible audience: class, school, community, experts, web, other)

Attach product descriptions and requirements, if applicable.

Journal entries/ warm-up

Ad – getting them published on school news

Survey – what water do you drink? Why?

Pre-evaluation of product

Interactive choices (Students generate a product from a predetermined set of choices using that day’s notes.)

Group progress reports

Assessment Tools:

Attach assessment tools i.e. rubrics, checklists, calendars, etc., if applicable.

Formative: interactive choices, Labs, WPSA Script (Evidence, Cite, and Script Rough Draft),

Announcement Pre-evaluation

Summative: Water Public Service Announcement

PROJECT DELIVERY

Launch Event Description

Students will view a variety of media messages about bottled water, flavored waters, and sports drinks.

They will use seed organizers to evaluate these messages.

Culminating Event Description

Students will incorporate what they have learned about water and water alternatives into informative public service announcements.

Attach anticipated Student Need-to-Know List

Attach Project Map (storyboard)

RESOURCES NEEDED

On-site people, facilities:

Media specialist

Equipment:

Computers for research

Video equipment

Materials:

pH paper

Cups

Liquids for the “Drinking Water pH Levels” lab

Collection of water bottles, sports drinks bottles, vitamin water bottles, etc.

Props provided by students

Measuring spoons

Community Resources:

none

Reference Materials:

Textbook
 Internet sources (print or computer)
 Project WET manuals

STUDENT REFLECTION METHODS (Please check all that are used.)

(Individual, Group, and/or Whole Class)	<input type="checkbox"/> Journal/Learning Log	<input type="checkbox"/> Focus Group
	<input type="checkbox"/> Whole-Class Discussion	<input type="checkbox"/> Fishbowl Discussion
	<input type="checkbox"/> Survey	<input type="checkbox"/> Other: Project Planner Completion
	<input type="checkbox"/> Other: Group Observation/Final Peer Evaluation	<input type="checkbox"/> Other: Weekly Planning Log

CONSIDERATIONS FOR DIVERSE LEARNERS

Please list, describe, or attach any modifications, accommodations, or challenges for students who are struggling or gifted.

Additional Research questions
 Printed “Good Source” articles

TEACHER REFLECTIONS AND FUTURE CHANGES

- Use a more direct driving question. The original driving question was: Which better meets the nutritional needs of my body during a school day - Chandler tap water or my bottled alternative? This proved to be too broad. Students picked what they normally drink and collected evidence to support that drink (i.e. sports drink) as opposed to evaluating the evidence.
- Do smaller activities where students learn to know the difference between fact and opinion, and what constitutes a good piece of evidence.
- Post the need-to-know questions where all students can see them.
- Review and provide a check-list to determine which internet sources are reliable.
- Allow the students who have the ability to create an announcement using more advanced technology (although they should not have a grade advantage over those students who do not have access to that type of technology).