PROJECT OVERVIEW

Name of Project:	Are We Doomed?		Duration: 3 weeks
Subject/Course: 6th Grade Social Studies		Teacher(s): Brenton / Bouwman/ Moyer	Grade Level: 6th
Other subject areas to be included, if any:	Math, Science, Technology, Language Arts, Physical Education		

Project Idea Summary of the issue, challenge, investigation, scenario, or problem:	Students will research the collapse of the Mayan, civilization to identify issues from the past that are still relevant in their world today. Students will develop an action plan to try and resolve one of these issues. Students will have the opportunity to communicate their action plan through a variety of multimedia. As *part* of their plan all students will be required to write a persuasive essay.
Driving Question	What lessons can we learn from the collapse of Mayan civilization that still impact us today?
Content and Skills Standards to be addressed:	6-HI.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance. 6-HI.4.1 Describe the cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family 6-HI.4.3 Use historical perspective to analyze global issues faced by humans long ago and today. 6-W1.2.2 Describe the importance of the natural environment in the development of agricultural settlements indifferent locations (e.g., available water for irrigation, adequate precipitation, and suitable growing season. 6-W2.1.4 Use evidence to identify defining characteristics of early civilizations and early pastoral nomad. (government, language, religion, social structure, technology, and division of labor. 6-W3.1.1 Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles. 6-G61.1 Contemporary Investigations- Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. Human-environmental Interactions- Investigate how policies from the pas and their implementation have had positive or negative consequences for the environment in the future. P3.1 Identify and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement

		T+A	E		T+A	E

21st Century Skills to be explicitly *taught and assessed* (T+A) or that will be *encouraged* (E) by project work, but not taught or assessed:	Collaboration	X		Other: web research	X	
	Presentation	x				
	Critical Thinking:		x			

				Presentation Audience:	
Culminating Products and Performances	**Group:**	Action plan Multimedia presentation: (each group will pick one) Powerpoint or movie	Class:	x
			School:	
			Community:	x
	Individual:	persuasive essay Daily journal note-taking tool graphic organizer	Experts:	
			Web:	x
			Other:	

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Entry event to launch inquiry, engage students:	**Every Core and special will have a mini lesson on Inca, Maya, & Aztec.** Math: pyramids Science: Maya Astronomy Social Studies: Human Sacrifice Maya documentary Computer s: Maya Documentary Gym : (Pok-A-Tuk) Language Arts (LA): Hyrogliphic

Assessments	**Formative Assessments (During Project)**	Quizzes/Tests	X	Practice Presentations	X
		Journal/Learning Log	X	Notes	X
		Preliminary Plans/Outlines/Prototypes	X	Checklists	X
		Rough Drafts	X	Concept Maps	X

		Online Tests/Exams	x	Other:	
	Summative Assessments (End of Project)	Written Product(s), with rubric: persuasive essay _____	x	Other Product(s) or Performance(s), with rubric: _____	
		Oral Presentation, with rubric		Peer Evaluation	x
		Multiple Choice/Short Answer Test	x	Self-Evaluation	x
		Essay Test	x	Other:	

Resources Needed	**On-site people, facilities:**	Core Teachers, Physical Education Teacher, Technology Teacher
	Equipment:	Smartboard, mobile computer lab, journals
	Materials:	Paint, pencils, paper, notebook, Jpeg,
	Community resources:	

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

PROJECT TEACHING AND LEARNING GUIDE

Project: Are We Doomed?	**Course/Semester:** Social Studies / 1st

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
Vocabulary	➔	Draw picture/ define / use in a sentence. *dictionary, journal, smartboard www.quizlets.com
Online research	➔	Evaluating website accuracy activity (online worksheet). Effective search (engine) techniques activity led by technology teacher. www.googleaday.com Mobile computer lab
Powerpoint or movie	➔	103.7 the beat (mentors/ community leaders) Effective powerpoint & movie presentations led by technology teacher & Social Studies teacher *Headphones w/ speakers
Mayan history content knowledge	➔	Documentary, books, websites, library, social studies teacher • journal, pencil, graph organizers, dictionaries, atlas Google earth
Persuasive essay	➔	Writing process, graphic organizers, outline taught by Language Arts teacher * writing folders,

PROJECT CALENDAR

Project: Are We Doomed? **Start Date:**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PROJECT WEEK ONE				
Entry Event: S.S. Introduce Project Rubric The Mayans S.S. Journal all day. Students take Social Studies Journal to all subjects Assign Reading: Math: Maya Math	S.S.: Introduce project teams & expectations along with Driving Question! 1st student meeting; Introduce Vocabulary Science: Maya Agriculture Computer Teacher helps with research. Typing essay LA: works on persuasive Essay Format. (Outline) What can we learn from the Mayan's downfall that can help us today? Introduce Rubric	Research Guidelines: Students must 1st visit all predetermined websites on: lbrenton.wikispaces.com S.S.: Intro graphic organizers for research. Maya history channel Introduce Vocabulary. Flash Cards: www. quizlets.com Science: Climate/Environment Computer Teacher continues with research. LA: Develop thesis	Ss. Documentary on slash and burn method contributing to downfall of Maya. Journal: compare & contrast calendars Vocabulary Work Computer Teacher: research Share /typing Popol Vuh LA: Outline/ prewriting Decide who to write to and what environment do they want to protect.	S.S Rise & fall of Maya Discussion Driving Question Fill out Graphic Organizer Vocabulary and content Quiz Computer: Share interesting info LA: 1st draft
S.S.: Pok A Tok 2nd game Teacher Read Aloud: Place of Mirrors Lessons of the Ancient Maya by, Jeeni Criscenzo Graph Organizer, Journal, Discussion Driving question LA: Peer review Computer: Begin developing projects Graphic Organizer/notes	S.S.: Discovery Ed Maya video calendar system Discussion Computer: Movie Making Continue working on projects. LA: 2nd draft	S.S.: Teacher Read Aloud: Place of Mirrors Lessons of the Ancient Maya by, Jeeni Criscenzo LA: revision Driving Question/Journal Computer: Movie / Voice	S.S.: Spanish Conquest Documentary Journal LA: Teacher conferences with students Computer: Slide Shows	S.S. Play Maya Jeopardy Quiz: Vocabulary and content Documentary LA: Continue conferencing Computers: work on projects Computer: Adding Music
PROJECT WEEK THREE				
S.S.: Maya Spirituality L/A: final drafts	S.S.: Work on final Project/ feedback for groups that are ready	S.S.: Practice Presentation Feedback from teacher.	S.S.: Share final Project	S.S.: Share final projects lbrenton.wikispaces.com

Lesson Design: Careful construction of lessons to remove barriers and provide assess for all students.	Checkpoints: Includes
Students will be given formative assessments on the material using the SMART Response system allowing for instant feedback for both the students and the teacher.	✓ Multiple ways to represent information ✓ Alternatives to text ✓ Support provided for text comprehension
Students will be able to access videos on the internet if they are absent or need to review material.	✓ Flexible technology-based materials, strategies and tools
Students will be able to show understanding through video, speech, report, or play.	✓ Multiple ways for students show what they know ✓ Conspicuous supports for learning new strategies
Students will understand how early civilizations can make a difference today.	✓ Mechanism for rapid feedback to learners ✓ Active student-centered methods
Sample of websites:	✓ Choice, Challenge, Novelty ✓ Connected, relevant learning

PRESENTATION RUBRIC

(for secondary and upper elementary grades)

	Below Standard	Approaching Standard	At Standard	Above Standard
Eye Contact & Physical Presence	▸ does not look at audience; reads notes or slides ▸ holds things in hands nervously or keeps hands in pockets ▸ posture does not show confidence; (fidgets, slouches) ▸ clothes are not appropriate for the occasion	▸ makes some eye contact, or scans the room quickly, but reads notes or slides most of the time ▸ uses a few gestures but they do not look natural, or keeps hands too still to look natural ▸ posture shows some confidence, with only a little fidgeting or nervous movement ▸ some attempt to wear appropriate clothing for the occasion	▸ keeps eye contact with audience most of the time; only reads notes or slides sometimes ▸ uses hands naturally, making some gestures ▸ confident posture ▸ clothes are appropriate for the occasion	*In addition to At Standard criteria:* ✚ keeps eye contact all the time, slowly scanning all of the audience; does not read notes or slides ✚ uses gestures smoothly, naturally to emphasize or illustrate points ✚ moves with purpose
Speaking	▸ mumbles or goes too fast or slow ▸ speaks too softly to be heard ▸ frequently uses "filler" words ("uh, um, so, and, like") ▸ pronounces several words incorrectly ▸ speaks in a style that is not appropriate for the occasion	▸ speaks clearly some of the time; sometimes too fast or slow ▸ speaks loudly enough for some of the audience to hear, but may speak in a monotone ▸ occasionally uses filler words ▸ pronounces a few words incorrectly ▸ speaks in a style that is appropriate for the occasion, most of the time	▸ speaks clearly; not too fast or slow ▸ speaks loudly enough for everyone to hear; changes tone to maintain interest ▸ rarely uses filler words ▸ pronounces words correctly ▸ speaks in a style that is appropriate for the occasion	*In addition to At Standard criteria:* ✚ adds variety to speaking style (lower or higher volume, change of pace, use of character voices) ✚ uses pauses for dramatic effect or to let ideas sink in
Organization	▸ does not meet requirements for what should be included in the presentation ▸ selects too much or too little information or the wrong kind of information ▸ gets ideas mixed up ▸ time is not used well; the whole presentation, or several parts of it, are too short or too long ▸ does not have an introduction and/or conclusion	▸ meets most requirements for what should be included in the presentation ▸ sometimes selects too much or too little information, or the wrong kind, about some topics ▸ some ideas are connected, but not all ▸ some parts feel too short or too long; too much or too little time is spent on one topic, slide, or idea ▸ has an introduction and conclusion, but they are not clear or interesting	▸ meets all requirements for what should be included in the presentation ▸ selects the right amount and kind of information to present ▸ states main idea & moves from one idea to the next clearly, in an order that makes sense ▸ time is well spent; no part feels too short or too long ▸ has a clear and interesting introduction and conclusion	*In addition to At Standard criteria:* ✚ has a memorable introduction and conclusion ✚ connects introduction and conclusion (returns to a story, theme, or metaphor) ✚ effectively uses humor, stories, or metaphors
Audio/Visual Aids	▸ does not use aids (pictures, drawings, objects, posters, maps, recordings, slides, other electronic media, etc.)	▸ uses aids but they do not add much to, and may distract from, the presentation ▸ aids are hard to read or hear, or are messy (writing or graphics are not neat or sound is not clear) ▸ aids are not ready to use and are not smoothly brought into the presentation	▸ aids add to the presentation ▸ aids are easy to see and/or hear, and are neat ▸ aids are ready to use and included smoothly into the presentation	*In addition to At Standard criteria:* ✚ aids are especially creative and/or powerful ✚ shows skill in creating aids and/or using technology ✚ smoothly handles problems with aids and technological glitches, if they occur
Response to Audience Questions	▸ does not address the audience's questions; says little or goes off the topic	▸ may answer some of the audience's questions, but not clearly and/or completely ▸ may try to answer a challenging question by faking it	▸ answers audience's questions clearly and completely ▸ when asked a question he or she does not know the answer to, says "I don't know" or explains how the answer could be found	*In addition to At Standard criteria:* ✚ answers questions in a way that adds details, examples, or new points to the presentation ✚ smoothly handles questions that are unclear, off the topic, distracting, or challenging

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Instructional Rubric for a Persuasive Essay* Gradations of Quality

Criteria	4	3	2	1
The claim	I make a claim and explain why it is controversial.	I make a claim but don't explain why it is controversial.	My claim is buried, confused, and/or unclear.	I don't say what my argument or claim is.
Reasons in support of the claim	I give clear and accurate reasons in support of my claim.	I give reasons in support of my claim, but I overlook important reasons.	I give 1 or 2 weak reasons that don't support my claim and/or irrelevant or confusing reasons.	I don't give reasons in support of my claim.
Reasons against the claim	I discuss the reasons against my claim and explain why it is valid anyway.	I discuss the reasons against my claim but neglect some or don't explain why the claim still stands.	I say that there are reasons against the claim, but I don't discuss them.	I don't acknowledge or discuss the reasons against my claim.
Organization	My writing has a compelling opening, an informative middle, and a satisfying conclusion.	My writing has a beginning, a middle, and an end.	My organization is rough but workable. I may sometimes get off topic.	My writing is aimless and disorganized.
Voice and tone	It sounds like I care about my argument. I tell how I think and feel about it.	My tone is OK, but my paper could have been written by anyone. I need to tell how I think and feel.	My writing is bland or pretentious. There is either no hint of a real person in it, or it sounds like I'm faking it.	My writing is too formal or informal. It sounds like I don't like the topic of the essay.
Word choice	The words that I use are striking but natural, varied, and vivid.	I make some fine and some routine word choices.	The words that I use are often dull or uninspired or sound like I'm trying too hard to impress.	I use the same words over and over. Some words may be confusing.
Sentence fluency	My sentences are clear, complete, and of varying lengths.	I have well-constructed sentences. My essay marches along but doesn't dance.	My sentences are often awkward, run-ons, or fragments.	Many run-on sentences and sentence fragments make my essay hard to read.
Conventions	I use correct grammar, punctuation, and spelling.	I have a few errors to fix, but I generally use correct conventions.	I have enough errors in my essay to distract a reader.	Numerous errors make my paper hard to read.