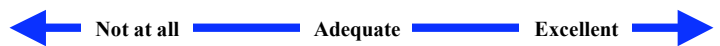




UNIT EVALUATION

Your thoughts on these lessons/activities will be critical to the continued refinement of these specific topics, as well as to the development of future teaching units.

Teacher's Name Kevin Vincent
 School Basehor-Linwood High School
 Email kvincent@usd458.org Phone 913-206-8808
 Grade(s) 9-12 Class Size 24 x 5
 Unit Taught The Blue Mud Shrimp Mystery Subject/topic Coastal Processes



Component	Rating	0	1	2	3	4
A. OVERALL TEACHING UNIT						
1. Unit is clearly written						4
2. Objectives are well-defined and relevant to topic						4
3. Instructions are easy-to-follow						4
4. Provides adequate background information for teachers					3	
5. Includes appropriate sequence of lessons/activities						4
6. Easily integrated with national standards						4
7. Grade appropriate and/or adaptable to grade level; comprehensible to students						4
8. Interesting/motivating/compelling to students						4
B. ACTIVITIES						
1. Consistent with unit objectives						4
2. Include hands-on components						4
3. Include inquiry-based/problem-solving components					3	
4. Engage students in the scientific process						4
5. Incorporate real-time data in an authentic way					3	
6. Integrate technology appropriately					3	
7. Offer low-tech/alternative implementation options						4
8. Appropriate for a variety of learning styles						4
9. Include sufficient extension activity(ies)					3	
10. Teaches described concepts					3	
C. CULMINATION/MASTERY						
1. Includes information on product/process assessment						4
2. Specifically measures the unit objectives					3	
3. Offers ways to assess students' thinking about the topic.					3	
4. Results in creative, authentic student work						4
5. Provides opportunities for student reflection on learning						4

What are the strengths of this topic/lesson?

This was a great lesson with a great base that allowed for excellent extensions. My students really enjoyed the various pieces that lead to the final conclusion. This could be done with little technology if needed and was very easy to follow. This was a lesson that could be introduced and completed in one block class. This could seamlessly be integrated into many science classes and used to teach a variety of concepts.

What are the weaknesses of this topic/lesson?

I didn't see many weaknesses. I would like to see another form of assessment such as a small quiz over invasive species or even a list of topics for a class discussion at the end.

What modifications are needed to improve this topic/lesson?

Though teachers may go different directions with the lesson, it would be helpful to have an anticipated completion time for the lesson (i.e. 1-90 min class, etc...)

Please include any additional comments that you think will be useful to you and others at next year's workshop.

The USDA website www.invasivespeciesinfo.gov is very helpful and allows for many extensions and the ability to increase rigor.

In a general biology class this would easily fit into a unit on ecology dealing with food webs and the threats of invasive species. I was also able to incorporate a discussion on classification of organisms and binominal nomenclature.

Please let us know of any resources (websites, materials, etc) that you used or think would be useful to enrich/enhance the unit.

www.invasivespeciesinfo.gov this is a site by the US Dept. of Agriculture

Thank you very much for your time and assistance with this evaluation. If you are interested in the 2008 EARTH workshop please let me know. Using an activity and completing this rubric are requirements for participation. We will be discussing these evaluations and looking at the existing activities as well as creating some new ones.

Please return this form to me either in hardcopy or electronic format.

Dr. George I. Matsumoto
Senior Education and Research Specialist
Monterey Bay Aquarium Research Institute
7700 Sandholdt Road
Moss Landing, California
95039-9644
831 775 1757 (phone); 831 775 1620 (fax)
mage@mbari.org