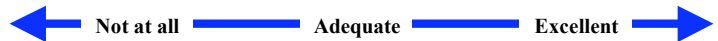




UNIT EVALUATION

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.

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 School East Carteret High School, Beaufort, North Carolina
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 Grade(s) 9-12 Class Size 70 students per semester (Earth and Marine Sciences)
 Unit Taught Blue Mud Shrimp Mystery Lesson Plan Subject/topic _____



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

What are the strengths of this topic/lesson? Invasive species are a hot topic in both earth science and marine science. Though this was a shrimp species that had no direct familiarity for my east coast students, they could still identify with the shrimp. Many of my students fish and shrimp on a regular basis and for some it is their parents' main source of income. They could relate to this lesson completely. It linked SO many topics together – food chains and webs along with the interactions of the invasive species and the potential economic issues associated with invasive species. My students enjoyed the “building up” of this lesson.

What are the weaknesses of this topic/lesson? We dissected shrimp and went into the anatomy and physiology of the shrimp. This could definitely be an extension.

What modifications are needed to improve this topic/lesson? No modifications are needed. However, there are some extensions that could be added such as 1) dissection of a local shrimp species, 2) compare and contrast the effects of other invasive species such as zebra mussels, European green crabs, and snakehead. This lesson was wonderful for my Ocean Bowl teams as well.

Please include any additional comments that you think will be useful to you and others at next year's workshop. Invasive species and sustainability have become major issues in science curricula. It has also popped up on English writing prompts. Therefore, students should have a knowledge of this topic.

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

Thank you very much for your time and assistance with this evaluation. If you are interested in the 2009 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.

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