

Learning Activity Template

Title: Exploring the Planets

Curriculum: Earth Space Science

Grade-Level Span: High School

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PURPOSE: *The purpose of this project is to allow the student to completely explore one of the planets of our solar system and present information about that planet.*

DESCRIPTION: *The student will research one of the planets of our solar system and relate the following information using a Powerpoint presentation:*

Planet name and history

Physical Attributes:

Radius, Mass, Composition, Axis tilt angle, Angle from Ecliptic, Length of Day, Length of Year, Distance from sun, Special Surface features, other special features..

Moons:

Special attributes/features of the moon.

| ACTIVITIES | CURRICULUM STANDARDS | NETS PERFORMANCE INDICATORS | INFORMATION LITERACY STANDARD |
|---|----------------------|-----------------------------|--------------------------------|
| Planets Assigned: Students will go through Planet draft and determine what information will be required. | EarthSpace.C.2 | | 1.1, 1.3 |
| Internet search: Student will search for information on planet. | EarthSpace.C.2 | 5.1, 5.3, 6.1 | 1.4, 1.5, 2.4, 7.1, 8.3 |
| Paper search: Student will search for information on planet. | EarthSpace.C.2 | | 2.4, 3.1, 3.2, 3.4, 8.3 |
| Powerpoint Creation: Student will create a Powerpoint presentation, sharing planet information with the entire class. | EarthSpace.C.2 | 3.2, 4.2 | 3.1, 3.4, 4.1, 5.3, 8.3, 9.all |
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TOOLS AND RESOURCES:

(List all Web sites, specific software and hardware, and other needs.)

Computer, Internet access, Powerpoint, 3 days.

ASSESSMENT:

(How will you assess the students' learning? If you have a rubric, record it here. Be as specific as possible.)

See Below:

Astronomy Powerpoint

| CATEGORY | 4 | 3 | 2 | 1 |
|---------------------------|--|--|--|---|
| Content - Accuracy | All content throughout the presentation is accurate. There are no factual errors. | Most of the content is accurate but there is one piece of information that might be inaccurate. | The content is generally accurate, but one piece of information is clearly flawed or inaccurate with other questionable items. | Content is typically confusing or contains more than one factual error with no regard for the importance of valid scientific information. |
| Background | Background does not detract from text or other graphics. Choice of background is consistent from card to card and is appropriate for the topic. | Background does not detract from text or other graphics. Choice of background is consistent from card to card. | Background does not detract from text or other graphics. | Background makes it difficult to see text or competes with other graphics on the page. |
| Presentation | Presentation was superior. Eye contact was made, a thorough understanding of the material was evident, and the presenter was able to elaborate on information presented. | Presentation was above average. There was adequate eye contact and knowledge demonstrated. Presenter provided limited explanation. | Presentation was average. Minimal eye contact and demonstrated knowledge. | Presentation was read from the screen. There was no eye contact and no understanding of material demonstrated. |
| Effectiveness | Project includes all slides needed to gain a comfortable understanding of the topic. It is a highly effective study guide. | Project includes most slides needed to gain a comfortable understanding of the material but is lacking one or two key elements. It is an adequate study guide. | Project is missing more than two key elements or slides. It would make an incomplete study guide. | Project is lacking several key elements and has inaccuracies that make it a poor study guide. |

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|-----------------------------|---|---|--|--|
| Spelling and Grammar | Presentation has no misspellings or grammatical errors. | Presentation has 1-2 misspellings, but no grammatical errors. | Presentation has 1-2 grammatical errors but no misspellings. | Presentation has more than 2 grammatical and/or spelling errors. |
|-----------------------------|---|---|--|--|

CREDITS (INCLUDING CONTACT INFORMATION):

(Record the names and e-mail addresses, if possible, of those who contributed to the development of this learning activity.)

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Most of the information has been pulled from the following websites:

<http://www.janetsinfo.com/big6info.htm>

http://www.ala.org/ala/aasl/aaslproftools/informationpower/InformationLiteracyStandards_final.pdf

http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=1028708
 &

<http://education.state.mn.us/mde/static/000282.pdf>

COMMENTS:

(Have you taught this learning activity before? What are the great ah ha's/experiences you had?)

Activity has been done before, but not referenced with Big6 matrix, nor ILS, NETS. Now it is in line with NETS and ILS, making a more effective unit in developing a more information-literate learner.

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