**Teacher/Professor(s): Texas Middle School teachers who adopt this lesson Courses(s): Middle School 7th Science**

**Team Members: Jerrad Gray and Lauran Guerra**

**Total Number of Team Project Planned Work Days: \_4\_**

**Key Definitions:**

***Milestone***: This is the major project component to be completed.

***Task***: This is a step toward completing a milestone. Some milestones are small and may only take one task. Others are large and will require several tasks to complete.

Example Project: Educate Students on Importance of Recycling

Milestone: Create oral presentation about how garbage affects the oceans

Tasks:

1. Make a script

2. Make a PowerPoint presentation as a visual aid

3. Practice the presentation as a group

***Sub-task***: These are the smaller steps that need to be taken to complete a task.

Example: Tasks:

1. Make a script

Sub-task a. Research impacts of trash in the ocean

Sub-task b. Make an outline

Sub-task c. Type out formal script

2. Make a PowerPoint presentation as a visual aid

Sub-task a. Use research from script to create outline slides

Sub-task b. Find photos or videos that accompany each topic

3. Practice the presentation as a group

***Resource***: Indicate what the participant will need in order to complete the task. (Computer, Projector, Library, Word Processor, Internet Access, Markers/Glue, etc.)

***Timeline***: Indicate the particular workday on which you plan to complete the task listed.

**Directions:**

1. Make a list of all milestones in the project.

2. For each milestone, list the steps that will need to be taken to complete the milestone.

a. How many steps will it take to complete each task? List each step.

3. Identify the major tasks and subtasks for each milestone. *PROVIDE a COMPLETE description for each task*.

What is to be done specifically?

What steps should be taken?

How does it help to complete the milestone?

4. Complete the following planning table as a group. Assign each group member equal duties.

**Update as project proceeds: *If you take on extra work, insert that task in Red.***

***If you have to give up pieces of the project, indicate that in Blue.***

*See sample for details.*

5. Present this planning table to the teacher for approval before proceeding to the next phase of the project.

6. Note: Unlike the below sample, your team’s milestones will be hyperlinked to artifacts (documents, presentations, any uploaded files) within your team’s organized project space. Please use folders withink your team’s project space, making sure one folder is dedicated as the folder that will be copied and shared with your target design audience for their archival.

7. This document, along with your final team project-based learning plan, will be part of your final, graded team artifacts.

[Sample](https://docs.google.com/document/d/1ALeVnAKxepvj0-UKN2GQbuhOl5n8ICl-bElO3o4LLtI/edit) of completed table

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Task/Sub-task** | **Description** | **Resource** | **Timeline** | **Milestone** | **Participant(s)**  **Responsible** |
| Task 1 | Project Launch | Classroom/  Computer lab | Day 1 | Entry Event | Teacher and Students |
| Sub-task 1.1 | Lead students to the driving question by showing them the before and after aerial shot of University beach. | Classroom/  Computer lab | Day 1 | Entry Event | Teacher |
| Sub-task 1.2 | Students draw what they think the beach looks like in 2012. | Classroom/  Computer lab | Day 1 | Entry Event | Students |
| Sub-task 1.3 | Teacher shows 2012 beach aerial shots. | Classroom/  Computer lab | Day 1 | Entry Event | Teacher |
| Task 2 | Mini Webquest | Classroom/  Computer lab | Day 1 | Mini Webquest | Students |
| Sub-task 2.1 | Students will go to [(Coastal Process Vocabulary Link)](http://www.cbi.tamucc.edu/CHRGIS/CHRGIS-Physical-Processes/) and review the material with their groups. | Classroom/  Computer lab/vocabulary page/ google doc | Day 1 | Mini Webquest | Students |
| Sub-task 2.2 | They will answer questions ([link to google doc](https://docs.google.com/document/d/1u-ZERZLHrFwdLTXLYsi6Qha6cT8Y2VzKHLbeMjW5VdM/edit?usp=sharing)) regarding the beach and coastal processes. | Classroom/  Computer lab vocabulary page/ google doc | Day 1 | Mini Webquest | Students |
| Sub-task 2.3 |  | Classroom/  Computer lab vocabulary page/ google doc | Day 1 |  |  |
| Task 3 | Investigating the University Beach | Classroom/  Computer lab | Day 2 | Using the CHRGIS Tool | Teacher and Students |
| Sub-task 3.1 | CHRGIS Tutorial | Classroom/  Computer lab | Day 2 | Using the CHRGIS Tool | Teacher |
| Sub-task 3.2 |  | Classroom/  Computer lab | Day 2 | Using the CHRGIS Tool | Students |
| Sub-task 3.3 |  | Classroom/  Computer lab | Day 2 | Using the CHRGIS Tool | Students |
| Task 4 | Mindomo Project | Classroom/  Computer lab/Mindomo | Day 3 | Using Mindomo and CHRGIS Tool | Students |
| Sub-task 4.1 | Create the Group Mind map | Classroom/  Computer lab/Mindomo | Day 3 | Using Mindomo and CHRGIS Tool | Students |
| Sub-task 4.2 | Create an original idea to solve the beach recession problem. | Classroom/  Computer lab/Mindomo | Day 3 | Using Mindomo and CHRGIS Tool | Students |
| Sub-task 4.3 | Presentation of Group Mind map | Classroom/  Computer lab/Mindomo | Day 4 | Using Mindomo and CHRGIS Tool | Students/Teacher |