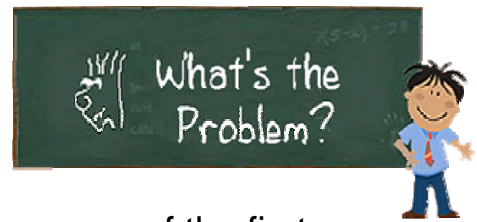


Teacher Instructions:



Problem Scenario: “*The Coming Storm*”

The Main Problem: You are a meteorologist, and you see one of the first tropical storms of the season form in the Caribbean. What are you going to look for over the next few days, and how will that impact what action you take?

Your students will be viewing this problem from an **integrated** perspective.



How do you deal with a storm when it is 1,000 miles away?

Students will review maps and methods for tracking tropical storms and hurricanes, and make decisions about what warnings should be given and precautions should be taken as the storm approaches.

Step ①

**Review
Stimulus
Items**

Stimulus Item #1 — Storm Tracking Maps

Stimulus Item #2— “Meteorology Tricks” (2-minute video)

Stimulus Item #3— “Hurricane Precautions” (checklist)

***Students should take notes as they review the Stimulus Items*

Step ②

**Classroom
Discussion**

Lead a **class discussion** about issues related to the topic. You are being provided a sheet to help you guide the classroom discussion.

Step ③

**Student
Response**

****students should have access to their notes as they enter their answers*

****students may also have access to the Stimulus Items as they enter their answers*

The “PRODUCT”:

Divide your students into groups, and have each group work as a **team of meteorologists**. They must review the potential path of the tropical storm that has formed in the Caribbean, and then decide on the most likely scenarios of the storm’s outcomes. Next, they should determine what their job as meteorologists will be in each of those scenarios. For example, when it is necessary to tell the public to evacuate, or when should they just provide basic information?

After reviewing the details of the storm, each group can conduct a **weather report** in front of the class as if they are reporting real-time information about the storm. The report should focus on informing the public, offering educated predictions, and giving appropriate precautions. Because weather is unpredictable, the student “meteorologists” must explain the likelihood of different scenarios and why the public has to be aware of each one.

Step ④

Analysis

Rubrics to grade student entries have been provided, and all questions have been mapped to the content standards. Results can be analyzed through the online system.