

### Sample Checklists

Two sample project checklists follow: one for primary school and one for upper secondary school. The upper secondary school example comes from the [National Energy Plan](#) Unit Plan within the *Visual Ranking Tool*.

### Project Checklist for Elementary Research Project

(Mark the date when completed)

Name : \_\_\_\_\_ Date : \_\_\_\_\_

Topic : \_\_\_\_\_

Bring this checklist to the project meetings and be ready to discuss issues or concerns.

Scheduled meetings:

\_\_\_\_\_

- 1) \_\_\_\_\_ Make a web of your topic with main ideas and sub-categories.
- 2) \_\_\_\_\_ Decide on 5 major research questions you would like to answer. Write them down and attach to your web.
- 3) \_\_\_\_\_ Collect the information/take notes using:
  - Experiments
  - Interviews
  - Magazines
  - Films
  - Books
  - Brochures
  - Internet
  - Experts
- 4) \_\_\_\_\_ Organize the information:
  - Main topics
  - What order?
  - Paragraphs
  - Does it make sense?
  - Conclusion
- 5) \_\_\_\_\_ Develop criteria for evaluating the project as a class. Check your work and adjust as needed.
- 6) \_\_\_\_\_ Present the information:
  - written or oral report:  
include visuals (maps, drawings, charts, illustrations, models, diorama)
  - skit, song, poem, interview, puppet show
- 7) \_\_\_\_\_ Assess the project:
  - Read two other reports and assess using rubric
  - Write a letter describing what you liked and what could be made more clear. Ask at least one question.
  - Evaluate own and self-reflect
  - Choose at least one goal to improve on

## Project Checklist for High School Energy Project

### Step 1: Research a State's Energy Consumption Patterns and Potential Energy Resources

Explore and take notes on the energy data at the Energy Information Agency State Energy Web page (<http://tonto.eia.doe.gov/state/>\*) on your assigned state. Specifically, use the **State Energy Information** worksheet to note your state's strengths and weaknesses in regards to energy availability and energy consumed. Use this document to:

- Analyze your state's energy consumption and resources
- Compare the data with other states
- Use the information you learn to make decisions specific to your assigned state in the following steps.
- Due Date:** Turn in the **State Energy Information** worksheet by \_\_\_\_\_
- Due Date:** Complete project journal entry by \_\_\_\_\_

### Step 2: Rank Priorities

- Within your group, elect a Chairperson to lead the discussion and a Spokesperson to record the choices and report the group's decisions.

Chairperson: \_\_\_\_\_

Spokesperson: \_\_\_\_\_

- Meet to discuss the priorities that matter most to your individual states in choosing energy options based on your understanding of your state's natural resources, energy consumption, and values of the citizenry.
- As a group, choose at least five priorities for choosing energy options:

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- After the full class decides on the complete list of priorities, log in to the [Visual Ranking](#) workspace and rank the list based on the needs and interests of your subcommittee's states.
- Use the comment feature of the tool to describe the value and importance of that item to your states and why it is ranked at that particular spot.
- Compare your choices with other teams' rankings. Do you want to change any of your rankings?
- Due Date:** Complete your ranking by \_\_\_\_\_

- Due Date:** Complete project journal entry by \_\_\_\_\_

### Step 3: Prioritize Energy Options and Create an Energy Plan

- Use the *Energy Plan Choices* document for information on 15 energy options for increasing or saving energy. Research any option if you need more information. Consider your own state's energy consumption and production history as you discuss possible energy plans.
- Rank the energy options using the Visual Ranking Tool according to your priorities and other criteria.
- Keep a running tally of the number of quads that each option saves or creates.
- Use the comment feature of the tool to describe the value and importance of the energy choice to your states and why it is ranked at that particular spot.
- Compare your choices with other teams' rankings. Do you want to change any of your rankings?
- Due Date:** Complete your ranking by \_\_\_\_\_
- Due Date:** Complete project journal entry by \_\_\_\_\_

### Step 4: Compare Your Energy Plan Options with Previous Energy Policies

- Review energy policies held in the past. Use the following resources:  
American Energy Policy  
[www.esru.strath.ac.uk/EandE/Web\\_sites/01-02/RE\\_info/usa.htm](http://www.esru.strath.ac.uk/EandE/Web_sites/01-02/RE_info/usa.htm)\*
- Energy Timeline (View other time periods also from links at top)  
[www.energyquest.ca.gov/time\\_machine/index.html](http://www.energyquest.ca.gov/time_machine/index.html)\*
- Jimmy Carter State of the Union Address 1980 (Last third of the speech)  
[www.jimmycarterlibrary.org/documents/speeches/su80jec.phtml](http://www.jimmycarterlibrary.org/documents/speeches/su80jec.phtml)\*
- How do your teams' decisions compare against those past policies? How are your plans different? How would your choice of plans improve the U.S. energy situation for the future over previous policies? Include at least five points for comparison.
- Use the *Energy Plan Comparison* worksheet to keep track of your findings.
- Due Date:** Complete project journal entry by \_\_\_\_\_

### Step 5: Compare Your Policy Options with the Energy Policy Act of 2005

- Compare your teams' decisions to the policies that are planned in the Energy Policy Act of 2005 ([http://en.wikipedia.org/wiki/Energy\\_Policy\\_Act\\_of\\_2005](http://en.wikipedia.org/wiki/Energy_Policy_Act_of_2005)\*; the actual 550-page Act is also available at <http://frwebgate.access.gpo.gov/cgi->

[bin/getdoc.cgi?dbname=109\\_cong\\_bills&docid=f:h6enr.txt.pdf\\*](#) and a short overview is available at [www.whitehouse.gov/news/releases/2005/08/20050808-4.html\\*](#))

- Review the Strategic Plan for Fiscal Years 2005-2008 for the Federal Energy Regulatory Commission ([www.ferc.gov/about/strat-docs/strat-plan.asp\\*](#)), energy policies for your assigned state, and the estimated costs ([www.cbo.gov/showdoc.cfm?index=6581&sequence=0\\*](#)) for the enactment of the Energy Policy Act. Update the *Energy Plan Comparison* worksheet with any new information.
- Use the *Energy Plan Comparison* worksheet to keep track of your findings.
- Due Date:** Turn in the *Energy Plan Comparison* worksheet by \_\_\_\_\_
- Due Date:** Complete project journal entry by \_\_\_\_\_

### Step 6: Present Decisions and Findings

- Create an outline of your presentation. Use the Energy Plan Comparison document and Energy Plan Choices handout to provide support for your plan. Go over your team's plans in a conference with the teacher.
- Develop a 5-10 minute presentation to be made to the class explaining your top choices.

Presentations should include:

- Evidence that your plan will guarantee a reliable supply of energy sufficient to meet the demands of the American economy over the next 10 years (at least 13 quads of energy over 10 years) Comparison of your choices with previous policies and the Energy Policy Act of 2005
- Evidence that your plan will promote continued economic growth
- Evidence that your plan will provide for the environmental welfare of future generations
- Impact (positive and negative) of different choices
- Justification for choices, including how much energy each produces or saves and any data estimates on how much it would cost to implement
- Final conclusions/arguments
- Use the *Energy Presentation Scoring Guide* to self-assess and provide feedback to peers on their presentations.
- Due Date:** Turn in presentation outline by \_\_\_\_\_
- Due Date:** Presentation scheduled for \_\_\_\_\_

Notes: