

<p><u>PLAN of the DAY:</u></p> <p>1) SIGN OUT iPads to</p> <p>2) CONTINUE your RESEARCH for <u>You're on the Air for the Environment</u> project.</p> <p>3) SIGN IN iPads starting ten (10) minutes before class ends.</p>	<p>ESS3.D: Global Climate Change</p> <ul style="list-style-type: none"> Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities.
	<p>PS3.B: Conservation of Energy and Energy Transfer</p> <ul style="list-style-type: none"> When the motion energy of an object changes, there is inevitably some other change in energy at the same time.
	<p>ESS3.A: Natural Resources</p> <ul style="list-style-type: none"> Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes.
	<p>ESS3.B: Natural Hazards</p> <ul style="list-style-type: none"> Mapping the history of natural hazards in a region, combined with an understanding of related geologic forces can help forecast the locations and likelihoods of future events.
	<p>ESS3.C: Human Impacts on Earth Systems</p> <ul style="list-style-type: none"> Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth's environments can have different impacts (negative and positive) for different living things. Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.
	<p>ESS3.C: Human Impacts on Earth Systems</p> <ul style="list-style-type: none"> Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.

Mar 29-3:15 PM

CHANGE in iPad Sign Out/In Procedure:

I now assign the iPad you use for your project research.

Sign Out:

- 1) FIND your name on the list (alphabetical).
- 2) TAKE the iPad I have assigned to you.
- 3) RECORD the time you sign out the iPad.

Sign In:

- 1) RETURN the iPad to the correctly numbered slot.
- 2) PLUG-IN the charging cord that corresponds to that iPad.
- 3) RECORD the time you sign in the iPad.

Mar 29-3:15 PM

UPDATE and REMINDER: ALL of the handouts for the project are on my weebly page (linked here). Scroll to 4th Quarter, right column. The documents are NOW on HAC as well.

If you lose your handout, you are responsible to print out a new one from HAC or my weebly page.

The project consists of three handouts:

1) Unit 4: The You're On the Air - for the Environment Climate Change - Humans and the Environment - Public Service

Announcement Project Scoring Rubric (-1 pt from project is missing)

2) Group Task Agreement Sheet (2 points)

3) Humans and the Environment Group Project Guide (32 points)

These handouts will be collected for a PROCESS GRADE.

Mar 29-3:15 PM

DUE DATES for the project have ALSO been determined. ALL handouts and the commercial/public service announcement presentation are due on:

The assignment is now in HAC (as process and product entries):

May 25th B-day

May 26th A-day

Mar 29-3:15 PM

mrsmorin.weebly.com 6th Grade Science tab

Humans and the Environment CLIMATE CHANGE Unit – approved Internet research sites:

- ALL STUDENTS **MUST VISIT**
 1) <http://www.chesapeakeeddata.com/changingchesapeake/>
 2) ONE (1) of the CARBON CYCLE web pages, AND
 3) **AT LEAST TWO DIFFERENT CLIMATE CHANGE WEBSITES FOR THEIR RESEARCH.**

Carbon Cycle:

Carbon Cycle Animation (No longer available)
<http://www.epa.gov/climatechange/kids/basics/today/carbon-dioxide.html>

Carbon Dioxide (click on the ten word list next to the diagram)
http://www.kscience.co.uk/animations/carbon_cycle.htm

The Carbon Cycle
<https://www.youtube.com/watch?v=nzimo8KXUjU>

The carbon cycle (World Meteorological Organization - WMO)
https://www.youtube.com/watch?v=EBY6L5T1_94

ES0106 Observe an animation showing evidence of the carbon cycle.
http://www.classzone.com/books/earth_science/terc/content/visualizations/es0106/es0106page01.cfm?chapter=visualization

Climate Change:

Climate Change (Read The Basics. Then, click on the links to *What is Climate Change*, *Greenhouse Gases*, *Impacts on Weather*, *Health Effects*, *Take Action*.
<https://kidsenvirohealth.nlm.nih.gov/topic/003/climate-change/>

Climate Kids: NASA's Eyes on the Earth
<http://climatekids.nasa.gov/>

EPA Climate Change Kids Site (No longer available)
<http://www.epa.gov/climatechange/kids/index.html>

Climate Change Site (No longer available)
<https://www3.epa.gov/climatechange/>

U.S. Geological Survey Water Science for Schools and Students <http://water.usgs.gov/edu/watercycle-kids.html>

Methane

Methane vs. Carbon Dioxide: A Greenhouse Gas Showdown
<http://www.onegreenplanet.org/animalsandnature/methane-vs-carbon-dioxide-a-greenhouse-gas-showdown/>

Page 1 of 3

I have **UPDATED** to reflect the unavailability of the EPA links and added two YouTube videos to the carbon cycle choices. I have selected the **ONLY** sites you will use for this project when at EMS.

Pick and choose the sites that support your chosen environmental issue affecting the Chesapeake Bay region.

Everyone who has NOT elected to read Unit 4 Lessons 6 & 7 **MUST** view **AT LEAST TWO (2)** of the Climate Change web pages listed as part of the research!

Mar 29-3:15 PM

Turned in BEFORE you present your commercial so I can record your grade.

Name _____ Class _____ Date _____

You're On the Air - for the Environment Unit 4 Climate Change-Humans and the Environment - Public Service Announcement Project Scoring Rubric (Project Value = 32 points)

Your ROAD MAP to an A

Project Component	4 (4 points)	3 (3.4 points)	2 (3 points)	1 (2.6 points)
Creativity x2	The commercial / public service announcement is very creative and definitely appeals to the viewers of the chosen channel.	The commercial / public service announcement is reasonably creative and mostly appeals to the viewers of the chosen channel.	The commercial / public service announcement is minimally creative and somewhat appeals to the viewers of the chosen channel.	The commercial / public service announcement is not creative and does not appeal to the viewers of the chosen channel.
Factual Content x3	The commercial / public service announcement identifies and completely describes a local or regional climate change issue that has an impact on people locally and in other places. The content is factual and based on sound science.	The commercial / public service announcement identifies and reasonably describes a local or regional climate change issue that has an impact on people locally and in other places. The content is mostly factual and mostly based on sound science.	The commercial / public service announcement identifies or describes a local or regional climate change issue that has an impact on people locally or other places. The content is somewhat factual and somewhat based on sound science.	The commercial / public service announcement neither identifies nor describes a local or regional climate issue that has an impact on people locally or other places. The content is not factual and not based on sound science.
Persuasiveness x3	Suggestions for how the issue may be addressed by individuals in a community are completely developed, creative and based on the science underlying the issue.	Suggestions for how the issue may be addressed by individuals in a community are nearly complete in their development, reasonably creative and based on the science underlying the issue.	Suggestions for how the issue may be addressed by individuals in a community are somewhat developed, minimally creative and not always based on the science underlying the issue.	Suggestions for how the issue may be addressed by individuals in a community are brief and hard to follow, not creative and/or are not based on the science underlying the issue.

Mar 29-3:15 PM

<u>Group Task Agreement Sheet</u>	
Activity: You're on the Air - For the Environment! Project	
My signature below shows my commitment to complete the following tasks and contribute to the success of my group's project.	
Group Member (yours first)	Assigned Tasks (yours first)
<p>Complete once you decide on your project topic.</p> <p>You MUST have RESEARCH NOTES before you start laying out your project. AND, the project guides must be completed by consensus.</p>	
Materials Needed:	Plan of Action:

Mar 29-3:15 PM

<p style="color: red; font-weight: bold;">Write down the ideas your group discussed in a bulleted list using the space provided. Be as detailed as possible, but do not over-think or get "bogged down" with too much detail here.</p> <p style="color: red; font-weight: bold;">Consider this space a place to provide an "overview" of your commercial topic.</p>	<p>Name _____ Class _____</p> <p>Project Guide: You're On the Air - for the Environment</p> <p>All organisms affect their environment. Some interactions are positive, such as bees pollinating flowers to produce the honey and foods we eat. Other impacts are negative such as overgrazing grasslands in the savannas of Africa or human destruction of the rain forest for farming. In this project, you will work in small groups (3-6 students) to create a commercial or public service announcement to air on television (the Smart Board) playing the role of the Public Service Announcers. Your task is to make viewers aware of a local, regional and global issue related to global climate change with your focus on the Chesapeake Bay region. You may provide a broad overview of the issues associated with climate change or tackle a specific topic within climate change such as fossil fuel extraction, processing, transport, and/or use. Be sure to discuss an issue or issues that occur in one place and have an impact on people in those areas and other places. The environmental issue you choose for this project must be a local or regional one (Cove Point Liquefaction Project, Panda Mattawoman natural gas plant, fracking in Pennsylvania and West Virginia, compressor station in Myersville Maryland, etc.).</p> <p>Use the space below to brainstorm what your group will discuss about climate change in your commercial/public service announcement. Remember, according to the rubric, you must talk about cause, effect, solutions, and resource use in your commercial.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Mar 29-3:15 PM

Use this space to brainstorm ways to effectively "sell" your ideas. Your commercial will "market" ideas for solutions.

Think about ways in which advertisers try to reach YOU in their commercials.

A bulleted list works well in this space, too.

Your audience will vary based on the channel you select to make your public service announcement (i.e. MTV, Sci-fi, Comedy, Cartoon, Cooking, DIY, BET, UPN, Lifetime, Nickelodeon, ESPN, etc.). In this challenge, your group must convince typical viewers to take an active role in the local environment and raise awareness AND action about your specific environmental issue. Decide who your audience is and ways in which you may convince them to become better caretakers of our fragile planet. Use the space below to develop some ideas. Use and attach a separate sheet of paper if necessary.

Horizontal lines for brainstorming ideas.

Mar 29-3:15 PM

This part of the project guide provides the most space. Here, you will at least outline the contents of your commercial putting information and persuasive argument(s) in the order in which those ideas will appear in your commercial. You may even use this space to script your commercial. Not enough space? Attach a sheet of paper with additional ideas/information to the end of this guide.

You may wear costumes and create appropriate backgrounds for your telecast. A successful commercial will appeal to the viewers of the chosen channel and will identify and describe a local/regional issue that affects people where it occurs AND in other places. Suggestions for how the issue can be addressed (SOLUTIONS!) by individuals in a community must be included. You and I will use the same rubric to evaluate each group's telecast. The telecast may be no longer than 3 minutes, no shorter than 30 seconds.

You may find it useful to develop a script for your broadcast. Use the space below to prepare your screenplay. Use and attach a separate sheet of paper if necessary.

Horizontal lines for developing a script or screenplay.

Mar 29-3:15 PM

Your group's commercial may be:

- 1) "Filmed" using a personal electronic device and copied to a flash (USB) drive in Windows Media Player (*.mp4) OR Quicktime (*.asp) format. These are only video options available for the Smart Board. OR
- 2) Your commercial may be acted out, in person, in front of the class.
- 3) We may have access to one iPad per group and devote one class day to "filming" outdoors during class time.
- 4) I will use the scoring rubric to grade your commercials for a PRODUCT grade.

Mar 29-3:15 PM

Tentative "outdoor filming"
dates:

May 19th (B-day)

May 22nd (A-day)

QUESTIONS?

May 5-7:00 AM

Attachments



WeatherThings_Climate+Change_2Mb.mp4