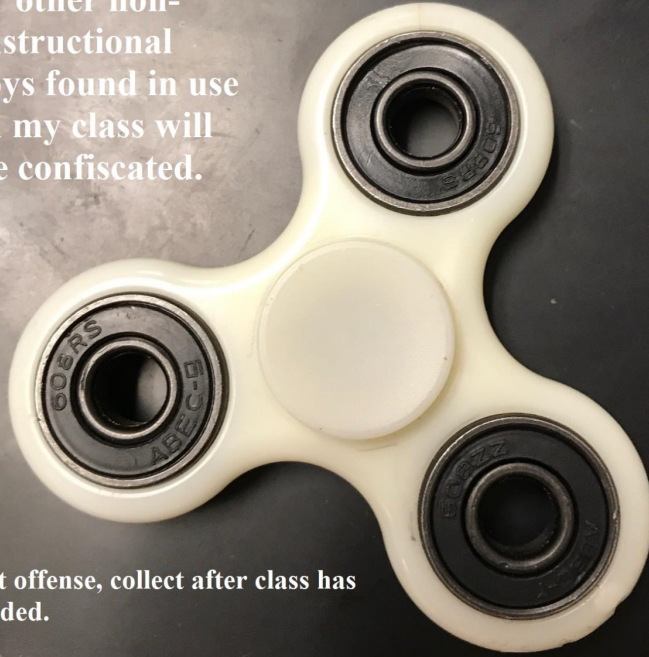


**REMINDER**  
from  
previous  
class  
meetings.

Spinners, fidgets  
or other non-  
instructional  
toys found in use  
in my class will  
be confiscated.

1st offense, collect after class has  
ended.

2nd offense, your parents will have  
to come after school to retrieve it.



May 8-10:56 AM

### Plan of the day:

1) 6th Grade Science  
Post-Assessment (EOC)

2) CONTINUE using your  
NOTES to work on project  
INDIVIDUALLY until EOC  
completed!

Everyone should have a  
MINIMUM of 2-pages  
(1 paper, front and back).

3) POST-EOC: CONTINUE  
to work collaboratively and  
RESPECTFULLY with your  
group to plan and script your commercial.

4) GOAL Start/finish working on your script/screenplay (prompt 3) in the  
PROJECT GUIDE.

#### ESS3.D: Global Climate Change

- 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.

#### PS3.B: Conservation of Energy and Energy Transfer

- When the motion energy of an object changes, there is inevitably some other change in energy at the same time.

#### ESS3.A: Natural Resources

- 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.

#### ESS3.B: Natural Hazards

- 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. 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.

May 10-7:50 AM

Place all of your belongings on the countertop behind you or on the floor under your table, now.

Once I tell you "you may begin" there will be **NO TALKING** until **ALL STUDENTS** have turned in their

## **6th Grade Science Assessment**

Only **AFTER** all EOCs are collected may you resume discussions with your group about your project.

May 17-6:40 AM

### **SILENT ACTIVITY:**

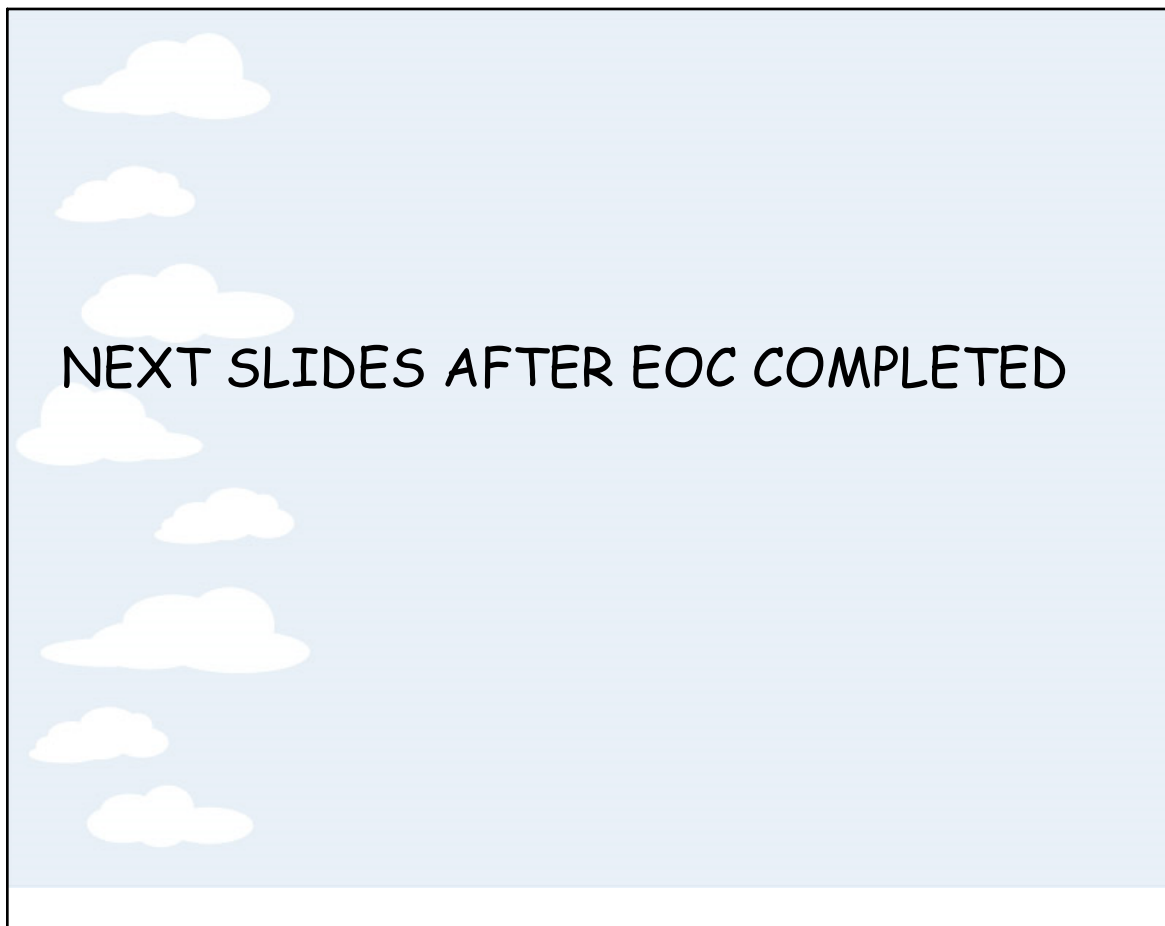
While students finish testing, **CONTINUE** to work silently on completing:

**Prompt 1, 2 and/or starting Prompt 3 on You're on the Air for the Environment project guide.**

**Prompts 1 & 2 were supposed to be done Monday/Tuesday. According to notes left, NO CLASS was able to focus their attention to this task.**

**We will have a discussion about the horrendous behaviors the substitute teacher, Mr. F., endured after everyone is done with the EOC. I am very unhappy with the blatant lack of respect and self-discipline in ALL of my classes.**

May 17-6:40 AM



May 17-6:40 AM

**Tentative "outdoor filming" dates  
(weather permitting):**

**May 19th (B-day)**

**May 22nd (A-day)**

Have a "PLAN B" as the above may be revoked if misbehaviors continue today.

I have already changed the project to a written, individual task required of students who have failed to work well with others or at all. Those students will receive that assignment momentarily

I am angry with behaviors across ALL classes. Some students now know, first hand, **Actions Have Consequences.**

May 10-7:50 AM

**ALTERNATE ASSIGNMENT in lieu of the original assignment:**

**You're on the Air for the Environment commercial**

You are doing an alternate assignment to the group project because you and your peers chose to use class time inappropriately. You should have already completed the note-taking portion of the assignment in the three (3) previous classes. If you failed to take sufficient notes at that time, you will read and take notes using the following resources:

- 1) The required websites for the group project  
([http://mrsmorin.weebly.com/uploads/8/8/2/9/8829074/humans\\_environment\\_climate-change-websites.pdf](http://mrsmorin.weebly.com/uploads/8/8/2/9/8829074/humans_environment_climate-change-websites.pdf))
- 2) YOUR Science Fusion: Earth's Water and Atmosphere text book, pages 238 – 252 (Climate Change), and,
- 3) MY copy of Science Explorer Weather and Climate text (in class only), pages 134 – 138 and 139 – 142.

Use your notes to write a four (4) paragraph (minimum) essay based upon your notes that explain:

- 1) The causes of climate change (one must be Chesapeake Bay related);
- 2) The effects of climate has on people where the cause(s) are happening and effects on people in other places (one must be Chesapeake Bay related);
- 3) The natural resources involved; and
- 4) Solutions that can limit or reverse the effects of climate change.

**EACH** paragraph will start with a **CLAIM** followed by at least **three (3) pieces of EVIDENCE**. Each paragraph will end with **REASONING** that explains the scientific basis for your evidence supporting the claim.

Your essay is due the same day as the commercials are for your class, May 25<sup>th</sup> or May 26<sup>th</sup>.

The **ESSAY** is a **32-point PRODUCT** assignment.

Your **RESEARCH NOTES** (minimum of 2 pages and **MUST** include all the information used in your essay) count as a **32 point PROCESS** assignment.

I will use the **CLAIM-EVIDENCE-REASONING** rubric on the **BACK** of this handout to score your essay.

May 17-6:40 AM

**Claim/Evidence/Reasoning Writing Rubric**

	0	1	2	3
<b>Claim</b> – statement or conclusion that answers the original question/problem.	Does not make a claim.	Makes an inaccurate claim.	Makes an accurate but incomplete claim.	Makes an accurate and complete claim.
<b>Evidence</b> – scientific data that supports the claim. The data needs to be appropriate and sufficient to support the claim.	Does not provide evidence.	Only provides inappropriate evidence (Evidence that does not support the claim.).	Provides appropriate, but insufficient evidence to support claim. May include some inappropriate evidence.	Provides appropriate and sufficient evidence to support claim.
<b>Reasoning</b> – justification that links the claim and evidence and includes appropriate and sufficient scientific principals to defend the claim and evidence.	Does not provide reasoning	Only provides reasoning that does not link evidence to claim.	Repeats evidence and links it to some scientific principles, but not completely.	Provides accurate and complete reasoning that links evidence to claim. Includes appropriate and sufficient scientific principles.
<b>Grammar/ Spelling</b>	Grammar and spelling makes the writing too difficult to understand.	Multiple grammar and spelling mistakes make the response difficult to understand.  Lacks a clear introduction and/or conclusion.	Some grammar and spelling mistakes.  Writing is somewhat organized, but not fully.	Minimal grammar and spelling mistakes.  Writing is highly organized.

**NOTE WELL:**

**1) Grammar counts.**

**2) It is possible to get BELOW a D (less than 60%) on this assignment.**

12=100%	11=95%	10=90%	9=85%	8=80%
7=75%	6=70%	5=65%	4=60%	Less than 4 = 50%

May 17-6:40 AM

**REMINDER: ALL of the handouts for the project are on my weebly page (linked here). Scroll to 4th Quarter, right column. These documents are also located on HAC.**

**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.**

May 8-9:43 AM

**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; .mov) OR Quicktime (.mov; .mp4; .m4v) 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.**

May 17-6:40 AM



**DUE DATES for your group (may become individual) project:**

**ALL handouts (3) and the commercial/public service announcement presentation (video, powerpoint or live) are due on:**

**The assignments are recorded in HAC (as process and product entries):**

**May 25th B-day**

**May 26th A-day**

May 8-9:43 AM

**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)

Project Component	<b>A</b> 4 (4 points)	<b>B</b> 3 (3.4 points)	<b>C</b> 2 (3 points)	<b>D</b> 1 (2.6 points)
<b>Creativity</b> 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.
<b>Factual Content</b> 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 and 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.
<b>Persuasiveness</b> 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.

**YOU NEED TO BRING THIS TO CLASS**

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><b>Complete this chart only AFTER you have answered the FIRST and SECOND prompts of the PROJECT GUIDE.</b></p> <p><b>Use your RESEARCH NOTES to complete those prompts.</b></p> <p><b>Then, you will have a better idea about who needs to do what for a successful project. THEN, work on the THIRD (final) prompt (script/screenplay) of your project guide.</b></p>			
Materials Needed:		Plan of Action:	
<p><b><u>PRODUCTIVE</u> and <u>RESPECTFUL</u> CONVERSATIONS ONLY</b></p>			

Mar 29-3:15 PM

**REMEMBER!**

**PRODUCTIVE and RESPECTFUL CONVERSATIONS mean that only ONE person in a group speaks at a time and that will be QUIETLY!!!**

**QUESTIONS?**

**Refer to your Project Guide and Rubric!!!**

May 10-7:50 AM

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.

Consider this space a place to provide an "overview" of your commercial topic.

Individuals within a group SHOULD have the same information.

Name \_\_\_\_\_ Class \_\_\_\_\_

**Project Guide: You're On the Air - for the Environment**

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 savannahs 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.).

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.

**Bulleted list: OVERVIEW of your commercial:**

- 1) Cause(s),
- 2) Effects (some must be Chesapeake Bay related),
- 3) Exploitation of Natural Resources involved,
- 4) Solutions to limit or reverse climate change.

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.

**Bulleted list of HOW you will reach your chosen audience for each of the topics you must discuss in your commercial -**

- Causes,
- Effects,
- Natural Resources, and
- Solutions.

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.

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**Use this space to write your SCRIPT or SCREENPLAY.**

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**You have already seen good examples of projects from former 6th grade classes.**

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**Think about how those examples may help you think creatively and persuasively when presenting your case!**

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Mar 29-3:15 PM