

Plan of the day:

0) **MAKE-UP 6th Grade Science Post-Assessment (EOC) for students absent (3/6B & 36A only)**

1a) **UPLOAD all commercials using Google-Drive**

SHARE with me! lgmorin@smcps.org

1b) **TURN IN Alternate Individual Assignment**

2) **VIEW student commercials for assessment:**

* **Live act**

* **SHARED to view on Smart Board**

3) **TURN IN PROJECT PAPERWORK when YOUR GROUP has presented:**

* **UPPER TAN MORIN BIN - Project Guide (32 points)**

Group Task Assignment sheet (2 points)

***LOWER TAN MORIN BIN - RUBRIC (-1 point if NOT turned in)**

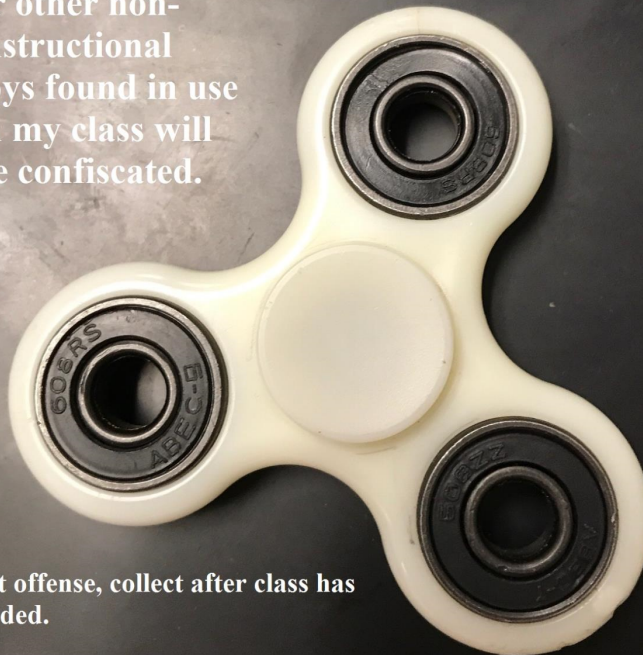
May 10-7:50 AM

**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

Disciplinary Core Ideas covered by the commercial/ alternate individual assignment:

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

DUE DATES (group project or individual essay):

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

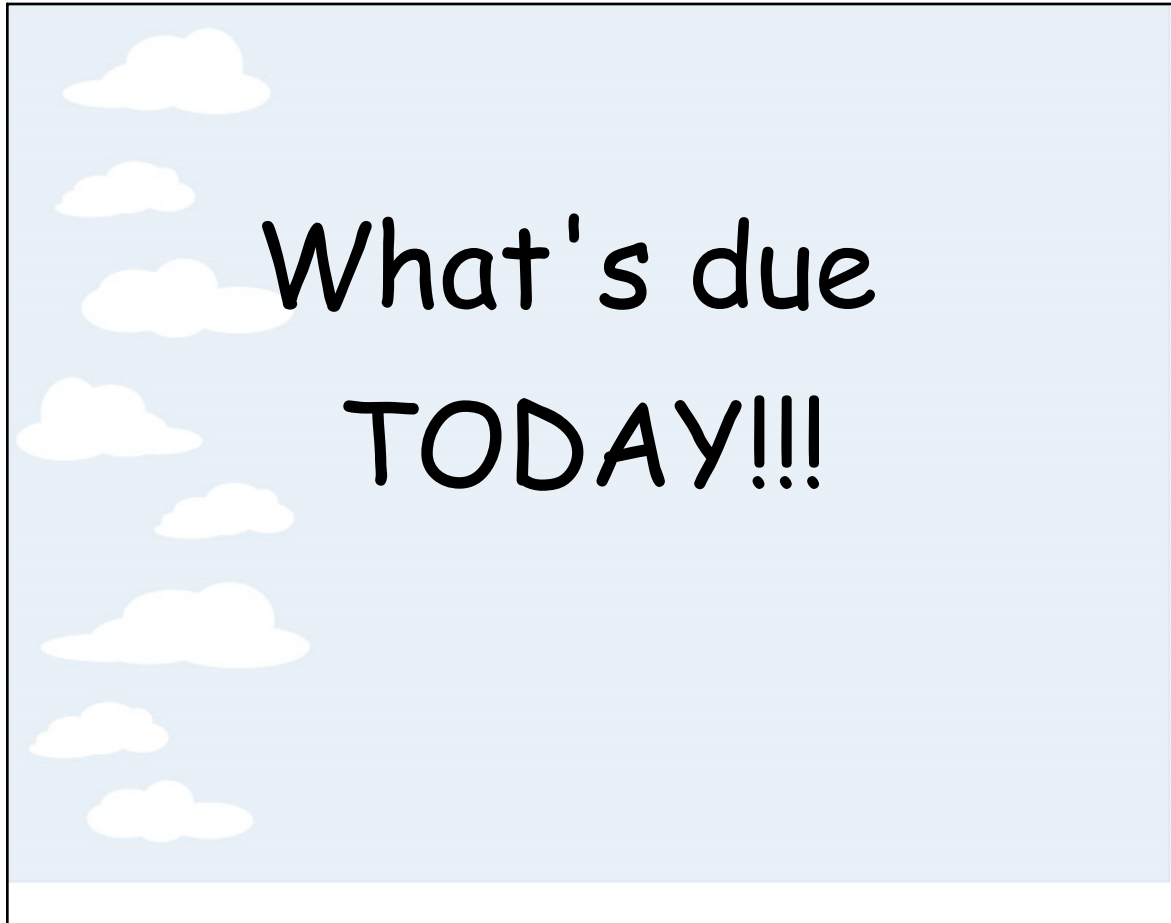
The assignments are recorded in HAC (as process and product entries):

May 30th B-day

May 31st A-day

TODAY!!!

May 8-9:43 AM



May 8-9:43 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-changewebsites.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 25th or May 26th.

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.

Grades for this assignment in HAC will be recorded under the original assigned task:

Comment entered where your grade is entered for the Commercial/Public Service Announcement (Process Grade):

NOTES collected for this grade (2 pages MINIMUM). Student is doing an alternate individual task due to poor use of class time to date.

http://mrsmorin.weebly.com/uploads/8/8/2/9/8829074/alternate_commercial_assignment.pdf

Comment entered where your grade is entered for the Commercial/Public Service Announcement (Product Grade):

Student is doing an alternate individual task due to poor use of class time to date.

http://mrsmorin.weebly.com/uploads/8/8/2/9/8829074/alternate_commercial_assignment.pdf

May 17-6:40 AM

Claim/Evidence/Reasoning Writing Rubric				
	0	1	2	3
Claim – 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.
Evidence – 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.
Reasoning – 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.
Grammar/ Spelling	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.
	12=100% 7=75%	11=95% 6=70%	10=90% 5=65%	9=85% 4=60%
				8=80% Less than 4 = 50%

NOTE WELL:

- 1) Grammar counts.
- 2) It is possible to get BELOW a D (less than 60%) on this assignment.

May 17-6:40 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	A 4 (4 points)	B 3 (3.4 points)	C 2 (3 points)	D 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 and describes a local or regional climate change issue that has an impact on people locally and in 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.

YOU SHOULD NOT BE HERE

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)	
Materials Needed:		Plan of Action:	

Mar 29-3:15 PM

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.

Bulleated 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.

Use this space to write your SCRIPT or SCREENPLAY.

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

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

Mar 29-3:15 PM

**For those students making-up the
6th Grade Science Post-Assessment:**

Please be seated where I place you.

You may only have a pencil, eraser, your test booklet and your scan sheet.

You may return to you as soon as you have turned in your scan sheet and test booklet.

Make sure your NAME and CLASS are written on the test booklet UNDER the Security Warning box

May 17-6:40 AM

NEXT CLASS:

Post-Assessment Recovery!

May 17-6:40 AM