Environmental Issue Project

\***This project is worth 7.5% of your final mark,** you will have four periods in the computer lab to complete this project. Projects will be presented to the class on **Wednesday April 29th**. \*

**Objective**: As a team you will create a lesson that teaches the class about an environmental issue. Your lesson will be presented to the class as a powerpoint /prezi /video or similar presentation.

**Planning:**  You will select and research one of the environmental topics from the master list with the teacher. Each topic can only be covered once, first come first served.

**Research/Presentation:**  Browse sites related to your topic, making sure to cite any website that you retrieve information/pictures from. Your presentation should include the following components:

1. Explain the topic
   1. What is the issue?
   2. What is causing this issue?
   3. How are the impacts of this issue?
2. Consequences
   1. What are the future effects of this issue if not mended?
3. Solutions
   1. Could this issue have been prevented?
      1. If so, how? If not, why not?
   2. How are humans currently educated on this issue?
      1. Is it working? Why or why not?
   3. Can humans reduce this issue?
   4. Explain what can be done (or what is being done) to solve the problem. You may want to include specific laws and regulations related to your topic here.
   5. What can an individual do to help?

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|  | **Unsatisfactory (0 pts)** | **Satisfactory (2 pts)** | **Good (3 pts)** | **Excellent (4 pts)** |
| Creativity | Does not attempt to open the presentation with some way to spark interest | Attempts to grab attention, students are not engaged to start with | Somewhat interesting and creative. Lacks interaction of class, or class seems disinterested. | Presentation interesting, class attention maintained and interaction is good. Use of creative visuals. |
| Content 1 (background info, research) | team does not have a good grasp of the topic, facts misrepresented, or wrong | Topic is not fully covered, some obvious gaps in knowledge of subject or some major errors | Topic is covered with a fair amount of accuracy and information. Some gaps in knowledge evident | Topic is covered thoroughly, presentation shows a firm understanding of the topic and the issues involved. |
| Content 2 (solutions) | no solutions offered to solve the problem | Solutions offered, lacking in relationship or feasability | Solutions offered, though lack relationship to problem | Solutions offered, advice given to class on how to solve the problem |
| Organization & Syntax | Presentation so disorganized, it is impossible to follow | presentation does not follow an organized pattern, meanders or becomes "off-topic", but can still be followed by audience | Presentation mostly follows a logical sequence, some areas not sequential or or off-topic, some grammar or spelling errors | Presentation follows a logical and orderly sequence and remains on topic. Easy to follow and understand. No major errrors in grammar, punctuation or spelling. |
| Images | missing from presentation | images used, though they are sloppy, unclear, and disorganized | Images used but lack in clarity or relationship to topic | Images used effectively to explain the topic and issues |
| **Total Team Grade** |  |  |  | **20 pts possible** |

**Assessment:**

Environmental Issue Project Topic Choice

|  |  |
| --- | --- |
| Global warming  Species extinction  Invasive species  Poaching  Endangered species  Environmental impact of dams  Energy conservation  Renewable energy  Wind turbines  Efficient energy use  Habitat destruction  Air quality  Genetically modified food  Overgrazing  Pesticide drift  Desertification  Soil erosion  Soil contamination  Urban sprawl  Nuclear power | Overpopulation of companion animals  Ozone depletion  Light pollution  Noise pollution  Oil spills  Urban runoff  Mercury in fish  Smog  Ghost nets  Whaling  Clear-cutting (logging)  Deforestation  DDT  E-waste  Medical waste  Landfills  Recycling  Diamond Mining  Coral Bleaching  Intensive Farming |