



Climate Change Project

You will create an informational brochure, poster, slideshow or movie on climate change to inform the general public.

This project will be Due Tuesday, December 19th.

Section 1: Origin of Climate Change.

- 1.) Provide a detailed explanation of climate change.
- 2.) What human activities affect climate change?
- 3.) Explain how the above human activities affect climate change.

Section 2: What are the Effects of Climate Change?

- 1.) Explain how climate change has affected the environment; provide examples.
- 2.) What specific areas are the most vulnerable to climate change?
- 3.) Explain why these specific areas are the most vulnerable.

Section 3: Graphing Climate Change.

- 1.) Include a graph to demonstrate the effects of climate change over multiple decades.
Data should go up to 2015.

Possible graph topics include:

- Global temperatures
- Ocean Temperatures
- Carbon Dioxide Levels
- Disruption of Precipitation
- Ocean Acidity
- Ice Melt
- Sea Level Rise
- Disruption of growing seasons

- 2.) Analyze your graph data. Based on the data, explain what is happening in your graph.

Section 4: Action Plan.

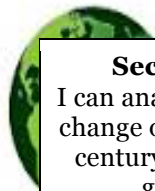
- 1.) What can an individual do to help stop climate change?
- 2.) What can a school do to help stop climate change?
- 3.) What can a city/state/country (government) do to stop climate change?

Section 5: Works cited. You must use at **least three reputable sources**. You must cite your sources, including the graph.



Grading: This rubric will be used to grade your project

Standard (I Can)	Exceeds (4)	Meets (3)	Approaching (2)	Does not meet (0-1)
<p>Section 1: I can determine the origins of climate change</p>	<p>Student accurately answers three of the following requirements: 1. Student defines climate change and identifies factors. 2. Student identifies human activities that affect climate change <u>AND provides examples.</u> 3. Student accurately describes how human activities affect climate change <u>AND provides examples of changes caused by climate.</u></p>	<p>Student accurately answers <u>THREE</u> of the following requirements: 1. Student defines climate change and identifies factors. 2. Student identifies human activities that affect climate change. 3. Student accurately describes how human activities affect climate change.</p>	<p>Student accurately answers <u>TWO</u> of the following requirements: 1. Student defines climate change. 2. Student identifies human activities that affect climate change. 3. Student accurately describes how human activities affect climate change.</p>	<p>Student does <u>NOT</u> answer any of the three questions <u>OR</u> accurately answers one of the following requirements: 1. Student defines climate change. 2. Student identifies human activities that affect climate change. 3. Student describes how human activities affect climate change in general detail.</p>
<p>Section 2: I can describe the effects of climate change.</p>	<p>Student accurately answers the three questions by meeting the following requirements: 1. Student describes in detail how climate change has already impacted the environment and society. 2. Student makes informed predictions to what will happen if climate change is not addressed. 3. Student identifies specific areas that will most likely be impacted by climate change <u>AND describes how it will be impacted.</u></p>	<p>Student accurately answers <u>THREE</u> questions by meeting three of the following requirements: 1. Student describes in detail how climate change has already impacted the environment and society. 2. Student makes informed predictions to what will happen if climate change is not addressed. 3. Student identifies specific areas that will most likely be impacted by climate change.</p>	<p>Student accurately answers <u>TWO</u> questions by meeting two of the following requirements: 1. Student describes in detail how climate change has already impacted the environment and society. 2. Student makes predictions to what will happen if climate change is not addressed. 3. Student identifies specific areas that will most likely be impacted by climate change.</p>	<p>Student does <u>NOT</u> answer any of the three questions <u>OR</u> accurately answers one of the following requirements: 1. Student describes how climate change has already impacted the environment or society. 2. Student makes predictions to what will happen if climate change is not addressed. 3. Student identifies specific areas that will most likely be impacted by climate change.</p>



<p>Section 3: I can analyze climate change over the past century through a graph.</p>	<p>Graph is included, explanation is <u>ACCURATE</u></p>	<p>Graph is included, explanation is <u>MOSTLY</u> accurate.</p>	<p>Graph is included, explanation is <u>SOMEWHAT</u> accurate.</p>	<p>Graph is or is not included, explanation is <u>NOT</u> accurate.</p>
<p>Section 4: I can create an action plan to combat climate change</p>	<p>Student accurately answers <u>THREE</u> of the following requirements: 1. Student describes in detail <u>more than one</u> realistic step an individual can make to combat climate change. 2. Student describes in detail <u>more than one</u> realistic step a school can make to combat climate change. 3. Student describes in detail <u>more than one</u> realistic step a government body can make to combat climate change. Action plans are both descriptive and realistic.</p>	<p>Student accurately answers <u>THREE</u> the the following requirements: 1. Student describes one realistic step an individual can make to combat climate change. 2. Student describes one realistic step a school can make to combat climate change. 3. Student describes one realistic step a government body can make to combat climate change. Action plans are both descriptive and realistic.</p>	<p>Student accurately answers <u>TWO</u> of the following requirements: 1. Student describes one step an individual can make to combat climate change. 2. Student describes one step a school can make to combat climate change. 3. Student describes one step a government body can make to combat climate change. Action plans are both descriptive and realistic.</p>	<p>Student accurately answers <u>ONE</u> of the following requirements: 1. Student describes one step an individual can make to combat climate change. 2. Student describes one step a school can make to combat climate change. 3. Student describes one step a government body can make to combat climate change. Action plans are both descriptive and realistic.</p>
<p>Section 5: I can determine reputable sources cited and cite them correctly.</p>	<p><u>All 3</u> or more sources are cited correctly <u>AND</u> deemed reputable by providing accurate scientific information.</p>	<p>Only <u>TWO</u> sources are cited correctly <u>AND</u> deemed reputable by providing accurate scientific information.</p>	<p>Only <u>ONE</u> source is cited correctly <u>AND</u> deemed reputable by providing accurate scientific information .</p>	<p><u>NO</u> sources were cited correctly <u>or given</u>.</p>

Total points: _____/20 = _____

How to get it all done.....

Step 1: Research (1-2 days)

Begin gathering the information for your project from the Internet, books in class, or class handouts. **Be sure to keep track of your sources!**

Step 2: Brainstorm Ideas for Organizing Your Brochure (1 day)

No idea is a bad idea! Once you have ideas, decide on the best one. Be creative. Perhaps create rough sketch of your project in pencil to be sure to plan for all of the pieces of information.

Step 3: Final Copy (1-2 days)

Create your final copy of the brochure on construction paper. Use pencil first just in case you make a mistake. Make sure it is legible for your peers and attractive so others will want to read it! If possible consider typing your information then gluing it in the proper location. Add color, illustrations, and diagrams to your project to make it appealing to others.