

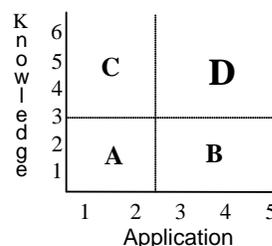
Relevance
Refined



ENVIRONMENTAL ISSUES

Subject(s)
Ag & Natural Resources

**Rigor/Relevance
Framework**
Quad D



Industry Connection
*Environmental Advocate /
Activist / Lawyer*

Time: 9 days
(50 minute)

Grade Level - 9-12

Instructional Focus

Science Content Standards (9-12) I & E

- k. Recognize the cumulative nature of scientific evidence.
- l. Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
- m. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings.

Language Arts (Speaking Applications)

- 2.2b Deliver expository Presentations: Convey information and ideas from primary and secondary sources accurately and coherently.
- 2.2d. Include visual aids by empowering appropriate technology to organize and display information on charts, maps and graphs.

(Writing Applications)

- 2.3b Write expository compositions: Convey information and ideas from primary and secondary sources accurately and coherently.
- 2.3c Students make distinctions between the relative value and significance of data, facts and ideas.

Student Learning

Students will prepare a PowerPoint presentation on an emerging environmental issue or crisis. Students will be graded on a rubric on length, content, originality, and relevance of the environmental concern.

Performance Task

Overview: Over several days, students get a chance to pick a subject, and highlight an environmental concern or crisis.

Day 1 - Students will get one day to pick / research a topic

Day 2-5 Four days of computer lab time will be set aside for PowerPoint research and construction of the presentation. Instructor will hand out an outline of what is expected, as well as a copy of the rubric for grading the presentations. On last lab/construction day – students will fill presentation slots for next four days of presentations.

Description: Students will create PowerPoint presentations over the five days, and then will present their slide-shows over subsequent days. Real world unpredictable – out-front student presentations and grading.

Most Ideal Implementation: At end of the year, following most testing and instruction, as a good “summing up” exercise – to reinforce the relevance of subject matter we discuss.

Blooms = 4 / analysis 5 / develop 6 / assess

College/Career Connections

Highlight environmental advocate / activist / lawyer on careerlocker.com, and have students look up the job/career outline on carrerzone.org (extra credit assignment.)

Assessment

Student presentations will be graded by their peers and instructors according to the rubric attached.

Attachments/ Resources

Project Outline
Rubric attached.
* Career locker / Career zone worksheet

Submitted by: Gabino G. Mendoza - gmendoza@calipat.com

Project Outline
Environmental Issues
PowerPoint Presentations

OBJECT: To construct a PowerPoint presentation on a Environmental Issue or Environmental Crisis

WHEN / HOW: Students will have one day of computer lab work to research / find a topic, and four days of lab time to construct the presentation.

PRESENTATION: Students will sign up for presentation slots on the last day of in-class research, and will present in class in front of their peers

GRADING: Student grading will comprise 50% of their total score from grading on rubric-scores. The remaining 50% will come from instructor evaluation of the power-point and in-class presentations.

EXTRA CREDIT: Look up a career outline for a Environmental Advocate – ask Mr. Mendoza for a career zone / locker worksheet!

**GRADING RUBRIC
AG & NATURAL RESOURCES
POWERPOINT PRESENTATION**

Name: _____

Teacher: _____

Date : _____

Title of Work: _____

	Criteria				Points
	1	2	3	4	
Length of Presentation	Less than ten slides of content	Ten slides of content	More than ten slides of content	Twenty slides of quality content	_____
Content of Presentation	Presentation presents a problem, but lacks any background, support or solutions	Presentation presents a problem, as well as background, but no support or solutions	Presentation presents a problem, background, and support but no solutions	Presentation presents a problem, background, and support and proposed solutions	_____
Use of Powerpoint	Basic use of PowerPoint tools	Student uses advanced PowerPoint tools, such as transitions	Student uses more advanced Powerpoint tools, such as transitions, custom animations	Student uses advanced Powerpoint tools, such as transitions, custom animations, or inserted a video or audio file as part of their presentation	_____
Environmental Concern	This choice is not an urgent environmental concern	This choice is a concern to a limited population or area	This choice is a concern to a State or Small country, but not a global problem	This choice is a global problem	_____
Originality	Content is "cut and pasted" from internet sources	Some content is "cut and pasted" from internet sources	Half of the content is "cut and pasted" from internet sources	No content is "cut and pasted" from internet sources	_____
				Total---->	_____

Teacher Comments: