A P Environmental Science

FourthQuarterly Project

**Introduction:** Each student is required to submit an environmental scrapbook before the deadline this quarter. This assignment should be assembled neatly, creatively and most importantly – thoughtfully. The due date for this assignment is \_**June 4, 2014**\_\_\_.

\*\*If you turn in this assignment prior to the date you will receive 5 bonus points☺ If you turn it in late you will receive a 10% reduction EACH DAY☹!

**Format:**  Each quarter you will be provided with a handout outlining the scrapbook requirements along with a grading rubric to guide you. The assignment will follow a 5-4-3-2-1 format where you will generate 5 examples of one thing, 4 of another, 3 of another and so on. The format will be the same each quarter but the assignments will differ.

~FourthQuarterly Project- Scrapbook Requirements~

“5-4-3-2-1 Format”

***5 Photographs***

 Description: Find or take five photographs that summarize your experience in APES. If the photograph is not your own, you must cite the source. Each image must include an explanation consisting of a minimum of three sentences. Your explanation should also include an answer to the following question: “Of all the images you’ve looked at in APES, why is this particular one important to you?”

***4 Graphs, Diagrams, Maps or Concept Maps***

 Description: Find four graphs, diagrams, Maps or concept maps that summarize your experience in APES. You must cite your sources for each. Each image must include an explanation consisting of a minimum of three sentences. Your explanation should also include an answer to the following question: “Of all the images you’ve looked at in APES, why is this particular one important to you?”

***3 Things you do to Care for the Environment***

 Description: As your year in environmental science draws to an end, think of three things you can do to demonstrate you care about the environment. All you need to do is list what you do and the reason for your action.

***2 Environmental Organizations That You Can Join***

 Description: Find two environmental organizations that you could support or join. Name the group and include their contact information. You must also include a description about what this group does and their latest achievements. You are not required to support or join these groups, just write about them.

***1 Letter***

 Description: Write a letter to a government official and tell them how you feel about a particular issue. *Guidelines for writing the letter: use your own words, be brief and courteous, address only one issue and ask an elected official to do something specific (such as co-sponsoring, sponsoring or opposing certain bills.) Give reasons for your position, explain its effects on you and your community, try to offer alternatives, share any expert knowledge you have, and ask for a response. Be sure to include your name and return address. You can search the Internet for issues that are under consideration.* You will be either e-mailing or mailing this letter. Include a copy of the letter in the scrapbook.

**Grading Rubric**

5 Photographs – 30% (article responses worth 6%each)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Quality | 2 | 1 | 0.5 | 0 |
| Number of sentences. | More than three sentences per picture; all pictures cited | Three sentences per picture; most pictures cited | Three sentences for three pictures, less for two; 2 or fewer pictures cited | Less than three sentences for three or more pictures |
| Explanation of importance | Student clearly and thoughtfully states why the picture is important | Student states moderately clearly why the picture is important | Student inadequately states why the picture is important | Student does not state importance of the picture |
| Included answer to the question | Student clearly and thoughtfully answered the question | Student somewhat thoughtfully answers the question | Student answers the question | Student fails to answer the question |

4 Graphs, Diagrams, Maps, or Concept Maps – 23% (each act worth 5.75%)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Quality | 1.92 | 1 | 0.5 | 0 |
| Number of sentences. | More than three sentences per picture; all pictures cited | Three sentences per picture; most pictures cited | Three sentences for three pictures, less for two; 2 or fewer pictures cited | Less than three sentences for three or more pictures |
| Explanation of importance | Student clearly and thoughtfully states why the picture is important | Student states moderately clearly why the picture is important | Student inadequately states why the picture is important | Student does not state importance of the picture |
| Included answer to the question | Student clearly and thoughtfully answered the question | Student somewhat thoughtfully answers the question | Student answers the question | Student fails to answer the question |

3 Things you do to care for the environment – 20% (worth 6.6% each)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Quality | 3.3 | 2.3 | 1.3 | 0 |
| Things you do | Action is clear and definitely caring | Action is clear but only somewhat caring | Action barely mentioned | No action |
| Why is it helpful? | Reason stated clearly  | Reason stated somewhat clearly | Limited explanation | No explanation |

2 Environmental Organizations that you can join – 15% (worth 7.5% each)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Quality | 1.88 | 1 | 0.5 | 0 |
| Environmental Group and Contact Information | Clear documentation provided and verified | Documentation present but does not entirely prove it exists | Doubt exists as to whether or not this group exists | No documentation present |
| Description of what they do and achievements | Thorough explanation of environmental significance and latest achievements | Somewhat thorough explanation of environmental significance and achv. | Limited explanation of environmental significance and achievements | No explanation |

1 Letter – 12%

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Quality | 6 | 4 | 2 | 0 |
| Environmental Issue and Opinion | Issue is relevant and feelings clearly and thoughtfully stated | Issue is relevant and feelings clearly stated | Issue is relevant and feelings are stated | Issue is not relevant; feelings are not stated |
| Reasoning and effects on you/community | Reasons are valid with effects clearly and thoughtfully stated | Reasons are valid with effects clearly stated | Reasons are somewhat valid with effects stated | Reasons are invalid and effects not stated |

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q4 Scrapbook**

**Grading Rubric**

5 Photographs – 30% (article responses worth 6%each)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Quality | Points earned | Points earned | Points earned | Points earned | Points earned | Comments |
| Number of sentences. |  |  |  |  |  |  |
| Explanation of importance |  |  |  |  |  |  |
| Included answer to the question |  |  |  |  |  |  |

4 Graphs, Diagrams, Maps, or Concept Maps – 23% (each act worth 5.75%)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Quality | Points earned | Points earned | Points earned | Points earned | Comments |
| Number of sentences. |  |  |  |  |  |
| Explanation of importance |  |  |  |  |  |
| Included answer to the question |  |  |  |  |  |

3 Things You Do to care for the Environment – 20% (worth 6.6% each)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Quality | Points earned | Points earned | Points earned | Comments |
| Things you do |  |  |  |  |
| Why is it helpful? |  |  |  |  |

2 Environmental Organizations That You Can Join – 15% (worth 7.5% each)

|  |  |  |  |
| --- | --- | --- | --- |
| Quality | Points earned | Points earned | Comments |
| Environmental Group and Contact Info |  |  |  |
| Description of what they do and achievements |  |  |  |

1 Letter – 12%

|  |  |  |
| --- | --- | --- |
| Quality | Points earned | Comments |
| Environmental Issue and Opinion |  |  |
| Reasoning and effects on you/community |  |  |