

GLOBAL WARMING- WE CAN MAKE A DIFFERENCE!



- Kerry Culhane 6th grade Science Class

PROJECT OVERVIEW

Throughout this project we want our classes to become more aware of the world around them and of current affairs.

The purpose of this project is to have students gain an understanding of global warming and its effects on planet earth. They will also come to understand, that unless we change our ways it will have devastating effects on our earth.

Students will also learn ways in which they can personally make a difference in this crisis. They will learn how each and every person can make contribution to help save our planet.

Students working together in groups will research topics related to global warming and its effects, such as endangered species, population, the weather, diseases, and coral reefs. They will realize the responsibility they have, and the part they play in making a difference.

Students will create a power point presentation of their understanding of global warming, they will track the local weather, and make charts, they will realize their personal impact on the earth using carbon calculators, and learn different ways they can help make a difference.

These children are our future and we want to empower them to know that they can be part of the difference on planet earth.

STUDENT PERSONAL GOALS

- Students will learn to work in a group – as it is necessary in today's world.
- Students will learn to share their ideas with others.
- Students will learn to accept the ideas of their peers.
- Students will learn to come to a consensus with peers as to what to put into project.
- Students will demonstrate that they value and respect the opinions of others.
- Students will respect the contributions of their peers, and learn from one another, everyone has something to contribute.

TECHNOLOGY GOALS

{TEC.5-8.8.1.B.6.b} Information Access and Research
Choose appropriate tools and information resources to
support research and solve real world problems, including
but not limited to:

Search engines and subject directories
(NJ Core Curr)

{TEC.5-8.8.1.B.6.a} Information Access and Research
Choose appropriate tools and information resources to
support research and solve real world problems, including
but not limited to:

On-line resources and databases
(NJ Core Curr)

{TEC.5-8.8.1.A.8} Design and produce a basic multimedia
project. (NJ Core Curr)

{TEC.5-8.8.1.A.6} Create a file containing customized
information by merging documents. (NJ Core Curr)

{TEC.5-8.8.1.A.4} Input and access data and text
efficiently and accurately through proficient use of other
input devices, such as the mouse. (NJ Core Curr)

{TEC.5-8.8.1.A.3} Demonstrate effective input of text and
data, using touch keyboarding with proper technique. (NJ
Core Curr)

{TEC.5-8.8.1.A.2} Use common features of an operating
system (e.g., creating and organizing files and folders). (NJ
Core Curr)

{TEC.5-8.8.1.A.12} Create, organize and manipulate
shortcuts. (NJ Core Curr)

{TEC.5-8.8.1.A.11} Choose appropriate electronic graphic organizers to create, construct, or design a document. (NJ Core Curr)

{TEC.5-8.8.1.A.10} Use network resources for storing and retrieving data. (NJ Core Curr)

SCIENCE CORE CURRICULUM STANDARDS

{SCI.5-6.5.2.A.2} Know that scientists are men and women of many cultures who often work together to solve scientific and technological problems. (NJ Core Curr)

{SCI.5-6.5.2.B.2} Describe the development and exponential growth of scientific knowledge and technological innovations. (NJ Core Curr)

{SCI.5-6.5.10.A.1} Explain how organisms interact with other components of an ecosystem. (NJ Core Curr)

{SCI.5-6.5.10.A.2} Describe the natural processes that occur over time in places where direct human impact is minimal. (NJ Core Curr)

{SCI.5-6.5.10.B.1} Describe the effect of human activities on various ecosystems. (NJ Core Curr)

{SCI.5-6.5.10.B.2} Evaluate the impact of personal activities on the local environment. (NJ Core Curr)

LESSON 1

Time needed for this lesson is five 40 minute periods.

Objective- Students will be able to have an understanding of global warming.

Materials- notebooks, pen/pencil, movie “An Inconvenient Truth”, VCR or DVD player

Procedure- Students were asked to brainstorm and write down what they thought global warming meant.

Students shared their answers with class. No corrections were made.

Students then began to watch the movie “An Inconvenient Truth”.

Ten minutes before class ended, movie was stopped and class discussed what they saw.

After watching entire movie, students then went back and as a class discussed the answers that were originally given. Students corrected their original answers.

LESSON 2

Time needed for this lesson is three forty minute periods.

Objective- Students will be able to understand their carbon footprint and the impact it has on earth.

Materials- notebooks, pen/pencils, and internet.

Procedure- Students will reflect on how and when they personally contributed to global warming the past couple of days. Examples will be giving, such as leaving the TV or lights on when not in the room, etc.

Students will record how and when they personally contributed to global warming into their notebooks. Share with class.

Students will then go onto websites:

www.zerofootprintkids.com

www.mycarbonfootprintkids.com

Students will explore these sites and using the carbon calculators, will figure out their own personal carbon footprints.

Assessment- Students will be required to make one slide showing the results of their carbon footprint calculators to be added to their power point presentations.

LESSON 3

Students need at least 25 forty minute periods in computer lab.

Objective- Students will be able to make a power point presentation.

Materials- computer lab, internet, one folder per group

Procedure- Students will go to computer lab twenty five times as a group, throughout the year.

During these sessions students will research the topic, global warming. They will select information from the internet, and using previous information they have collected, collaborate with group on selecting what they want to include their power point. Students will learn how to animate slides, add music, time each slide, make graphs and charts from excel and insert them into power point, and how to add slides from another power point onto their power point.

Assessment- Students will present a final power point presentation. They will be graded using a rubric.

Teacher Name: **Miss Culhane**

Student Name: _____

| CATEGORY | 20 | 15 | 10 | 5 |
|-----------------------|--|---|---|---|
| Mechanics | No misspellings or grammatical errors. | Three or fewer misspellings and/or mechanical errors. | Four misspellings and/or grammatical errors. | More than 4 errors in spelling or grammar. |
| Attractiveness | Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation. | Makes good use of font, color, graphics, effects, etc. to enhance to presentation. | Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content. | Use of font, color, graphics, effects etc. but these often distract from the presentaion content. |
| Content | Covers topic in-depth with details and examples. Subject knowledge is excellent. | Includes essential knowledge about the topic. Subject knowledge appears to be good. | Includes essential information about the topic but there are 1-2 factual errors. | Content is minimal OR there are several factual errors. |
| Organization | Content is well organized using headings or bulleted lists to group related material. | Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed. | Content is logically organized for the most part. | There was no clear or logical organizational structure, just lots of facts. |
| Presentation | Well-rehearsed with smooth delivery that holds audience attention. | Rehearsed with fairly smooth delivery that holds audience attention most of the time. | Delivery not smooth, but able to maintain interest of the audience most of the time. | Delivery not smooth and audience attention often lost. |

SELF EVALUATION

After having working on this project, I feel more confident of my technology skills. I have also become more aware of my

students' technology skills. Some students were more advanced in their skills and were very willing to help others. I enjoyed watching their interactions with- not only their groups, but also with other groups in their class.

I feel the students learned skills they will use in their future- both academic as well as life. They also learned about the condition of our planet and that they can truly make a difference. Hopefully, this project sparked an interest/cause they believe in and may one day possibly get involved with.

I found that some students were much more advanced than other students or me. If I were to do this project again, I would need to find ways for these students to stretch and advance so they are also learning new skills while completing this project. These students were a great asset to me because they were able to share their knowledge with others.

Overall, this project was a great learning experience for me.