Final Environmental Science Project

Group Preparation –

Presentations and Paper -

Each presentation should discuss the weather, terrain, history of environmental issues, pertinent government and political history. You must present evidence to support what happened during the famine and events that occurred after. At the conclusion of all of the presentations, we will compare and contrast all of them. BE CREATIVE. You may put them on a flash drive or email them to me at astephensscience@gmail.com. The Rubric is presented below.

You may do a) powerpoint or prezi and b) a 4 page paper (MLA style)

SEV5: Students will recognize that human beings are part of the global ecosystem and will evaluate the effects of human activities and technology on ecosystems.

c. Explain how human activities affect global and local sustainability.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Content | 90 and above | 80 and above | 70 and above | 69 and below. |
| Identification of political, cultural, social, economic, community and health factors in the country experiencing famine | Presentation thoroughly and accurately identifies and describes the political, cultural, social, economic, community and health factors contributing to the famine from the perspective of the different roles. Presentation also discusses interaction among the various factors. | Presentation accurately identifies and describes the political, cultural, social, economic, community and health factors contributing to the famine from the perspective of different roles. | Presentation identifies and describes some of the political, cultural, social, economic, community, and health factors contributing to the famine. | Presentation superficially describes a few of the political, cultural, social, economic, community, and health factors contributing to the famine. |
| Conclusions about major concerns facing famine relief and prevention in the country | Conclusions about major concerns reflect deep understanding of the factors contributing to the famine and how they interact with each other. | Conclusions about major concerns reflect understanding of the factors contributing to the famine and how they interact with each other. | Conclusions about major concerns reflect superficial understanding of the factors contributing to the famine and how they interact with each other. | Conclusions about major concerns reflect minimal understanding of the factors contributing to the famine and how they interact with each other. |
| Recommendations for Famine Relief and/or Prevention | Recommendations reflect careful reasoning that take into account the physical characteristics of the country,, political, cultural, social, economic and overall health of the nation | Conclusions about major concerns reflect understanding of the factors contributing to the famine and how they interact with each other. | Conclusions about major concerns reflect superficial understanding of the factors contributing to the famine and how they interact with each other. | Conclusions about major concerns reflect minimal understanding of the factors contributing to the famine and how they interact with each other. |
| Powerpoint | Bulleted sentences and phrases are compact, tightly written, and densely packed with information.Slides should be aesthetically pleasing.Be Very Creative. | Bulleted sentences and phrases are compact, tightly written, and packed with information.Slides should be attractive. Be Creative. | Bulleted sentences and phrases are compact, tightly written, and provide information.Slides are minimally attractiveBe Somewhat Creative. | Bulleted sentences and phrases are provided.Slides are plainLittle Creativity. |
| Paper  | Written in MLA style | Mostly MLA | Little MLA | No particular style |
|  |  |  |  |  |