Eco-Project:
What's wrong with the world? (And how do we fix it?)

In 1970, U.S. Senator Gaylord Nelson helped establish April 22nd as the first Earth Day. As future leaders of our community, our country and our world, what environmental issues do you think should be addressed? For this project, you will collaborate with classmates to help bring attention to one ecological issue. You will educate your fellow classmates on the problem, the consequences, and how families can help.

We will discuss ecological issues facing our community, our country and our planet.

I will work cooperatively with a group to:
1. Select an issue
2. Become experts on the problem (causes and effects) and possible solutions
3. Organize your essay and presentation
4. Collaboratively write your essay.
5. Develop a school-wide or community service project
6. Present your ideas to the class
7. Reflect on what I've learned and how it will change my behavior

Requirement:
Each group will:
- o elect a leader;
- o research their topic and create notecards
  - ▪ ***Notecards will be checked on*** _____. You must have at least 3 reference cards and 7 note cards completed.
- o create an outline for their essay
  - ▪ ***Outline will be due*** _____**.** Please have a second copy for the group.
- o complete a persuasive multi-paragraph essay with;
  - ▪ at least 5 paragraphs
  - ▪ 2 graphics (maps, pictures, graphs, etc.)
  - ▪ ***The essay will be due*** _____.
- o present their problem and solution to the class and answer any questions on _____
- o grade each other based upon cooperation and effort.

Rubric

Essay (60 points): See Essay Rubric on back			
Graphics (10 points) The essay contains *two* graphics that are relevant to the cause. The graphics are explained and integrated into the essay or include a caption that explains the graphics.	**Graphics (7 points)** The essay contains *two* graphics that are relevant to the cause but are *not* explained or integrated into the essay and don't include a caption that explains the graphic.	**Graphics (5 points):** The essay contains *one* graphic that is relevant to the cause. The graphic is also explained or integrated into the essay or includes a caption that explains the graphic.	**Graphics (3 points):** The essay contains *one* graphic that is relevant to the cause but is *not* explained or integrated into the essay and doesn't include a caption that explains the graphic.
References (10 points): The group includes at least **3** references for their essay and graphic. ***All references are properly documented.***	**References (7 points):** The group includes at least **3** references for their essay and graphic. ***Some references are properly documented.***	**References (5 points):** The group includes **2** references for their essay and/or graphic. ***The references are properly documented.***	**References (3 points):** The group includes at fewer than 2 references for their essay and/or graphic. ***The references are properly documented.***
Group Grade (20 points) This is the grade given by your fellow group members based on your effort and contribution to the group.			

Essay Rubric

	15 Points	11 Points	8 Points	5 Points
Ideas	*Group narrows the topic and sustains a specific focus to make a point *(Omits information that does not contribute to the message)* *Provides engaging support using a variety of strategies: - description/explanations - cause & effect - examples	*Narrows the topic to address a specific focus *(Fully develops one or more ideas; may moderately develop others)* *Develops the specific focus with relevant, interesting support.	*Develops main ideas with moderate support. (Evenly develops most ideas) *Provides specific support that adds clarity and contributes to purpose.	*Develops main ideas with some support. *(May not sustain the development of ideas)* *Provides general and specific support but may include some details that don't add clarity.
Organization	*Achieves cohesiveness and overall completeness *Sets up a specific focus for the reader using an engaging introduction and ending. *Guides the reader by linking ideas between paragraphs to move smoothly from one idea to another.	*Achieves a general sense of order and purpose *Sets up a specific focus for the reader and attempts an engaging introduction and ending *Guides the reader by linking most ideas but may include minor awkwardness or ineffective pacing.	*Reports ideas logically with only minor gaps *Provides a moderately developed a beginning and ending that sets up and reinforces the writing purpose *Uses a variety of sequence words/phrase and some topic sentence to introduce ideas	*Reports ideas logically although some gaps may still occur *Sets up the writing purpose with beginning and ending statements that relate to the body of the text *Uses sequence words or phrases but they may be repetitive or formulaic
Voice/Word Choice	*Varies sentences structures and length to achieve rhythm and flow *Exhibit voice in many text parts with: Credible terminology Vivid images Natural, precise language	*Varies sentence structure to achieve a smooth, pleasant flow *Exhibit some voice with: Strong Verbs Specific feelings, examples Natural language	*Varies sentence beginnings to achieve a routine flow *Attempts to engage or connect with the reader by giving some feelings and/or examples *May occasionally overuse or misuse language such as adjectives	*Varies many sentence beginnings *Uses some specific nouns, verbs or adjectives that enhance functional language
Factual	*Presents accurate and precise information *Evidence is compelling and well-documented	*Presents accurate information (though some may be too general) *Evidence is appropriate and well-documented.	*Presents mostly accurate information though minor errors may occur. *Evidence is mostly well-documented.	*Presents evidence but with several factual errors may occur *Documentation is incomplete or missing

Presentation Rubric

	20 Points	15 Points	10 Points	5 Points
Presentation	The presentation was **clear**, **engaging** and contained **references** for the information. The group **stayed on topic** and maintained **good eye contact** throughout the presentation.	**Presentation (15 points)** The group lacked one of the five areas.	**Presentation (10 points)** The group lacked two of the five areas.	**Presentation (5 points):** The group lacked three of the five areas.
Technology	The group integrated technology into their presentation in a way that greatly enhanced the project. The graphics and/or video provided relevant information in an engaging way.	The group integrated technology into their presentation in a way that somewhat enhanced the project. The graphics and/or video provided relevant information.	The group integrated technology into their presentation in a way that enhanced the project very little. The graphics and/or video provided irrelevant information.	The group integrated technology into their presentation in a way that distracted from the project. The graphics and/or video were not related to the topic.
Questions	The group demonstrated exceptional knowledge of their topic when answering relevant audience questions. Group was able to go beyond the question to add relevant information.	The group demonstrated good knowledge of their topic when answering relevant audience questions but they didn't add significant information.	The group demonstrated some knowledge of their topic when answering relevant audience questions but struggled answering some basic question.	The group demonstrated little knowledge of their topic when answering relevant audience questions. There were several questions that they were unable to answer.
Group Participation	All group members participated in the presentation (development, presenting **and** answering questions)	All group members participated in the presentation (development, presenting **or** answering questions)	Most group members participated in the presentation (development, presenting and answering questions)	Most group members participated in the presentation (development, presenting or answering questions)
Audience	The student continuously listened attentively to all presentations and asks relevant questions (if any) that go beyond the presentation.	The student attentively listened to all presentations with momentary lapses and asks relevant questions (if any).	The student listened to most of the presentations but there were some lapses.	The student listened to some of the presentations but there were significant lapses.