

Name: _____ Date: _____ Block: _____

The Choose Your Own Adventure Pollution Project
(Senior Project Eligible)

Objective: As our ocean pollution discussions come to an end, students will demonstrate their knowledge of the topic through the completion of the “Choose Your Own Adventure Pollution Project.”

Products: Students are required to complete a selection of assignments so that their total possible points tallies to one hundred (100) points. Each assignment will be assessed individually, and the combined scores of the different assignments will be used to represent the student’s grade.

Assignment List:

Twenty-five (25) Point Assignments:

- Complete three (3) Current Event Reviews pertaining to ocean pollution
- Create an annotated resource list pertaining to ocean pollution
- Create a scrapbook detailing six (6) oil spill cleanup techniques
- Create a timeline showing ten (10) major global oil spills
- Develop an academic lesson for an elementary school pertaining to ocean pollution
- Interview a member of the Marine Sciences community focusing on ocean pollution

Fifty (50) Point Assignments

- Collaborate in groups of 3 – 4 to develop an ocean pollution presentation with an activity
- Develop an awareness campaign that could be implemented to educate society about ocean pollution

Seventy-five (75) Point Assignment

- Enter the “Our Oceans, Our Plastic” ocean awareness student contest
<http://www.fromthebowseat.org/contest.php>

Due Date: _____

*** DO NOT USE WIKIPEDIA AS A CITED RESOURCE***

Scoring:

Assignment Selected	Points Earned	Points Possible
Total Points		100

Complete Three (3) Current Event Reviews Pertaining To Ocean Pollution

Twenty-five (25) Point Assignments

Description:

Complete three (3) current event reviews pertaining to ocean pollution, with one of them being from a printed source.

Rubric:

Category	Points Possible	Article 1	Article 2	Article 3
Bibliographical Information	1			
The bibliographical information has been provided to properly identify the article.	Per Article			
Student's Favorite Quote	2			
The student has identified their favorite quote from the article, as well as, provided a reason why they selected the particular quote.	Per Article			
Paragraph Summary of the Article	2			
The student has summarized the article in a single paragraph.	Per Article			
Four (4) Major Points from the Article	2			
The student has listed the four major points of the article. Each point is at least one (1) complete sentence.	Per Article			
One (1) Reason Why the Article was of Interest to the Student	1			
The student has provided at least one (1) example why the article was of interest to them.	Per Article			
One (1) Article from a Printed Source	1			
At least one of the articles was from a printed source such as a magazine, newspaper, etc.				

Create An Annotated Resource List Pertaining To Ocean Pollution

Twenty-five (25) Point Assignments

Description:

Students will create an annotated resource list that could be used by anyone conducting ocean pollution research in the future.

Rubric:

Category	Points Earned	Points Possible
Ten (10) Cited Resources		10
The student has selected ten (10) ocean pollution resources.		
Annotations		10
The student has provided an annotation, or description, of each of the cited resources. Each annotation should provide an insight as to the type and quality of the information that can be found. Each annotation should be a minimum of three (3) sentences in length.		
Three (3) Printed Sources		3
Three (3) of the cited resources should be from a printed source.		
Proper MLA Formatting		2
Proper MLA formatting should be used when creating their annotated resource list. Helpful Link: https://owl.english.purdue.edu/owl/resource/747/01/		
Total Points		25

Create A Scrapbook Detailing Six (6) Oil Spill Cleanup Techniques

Twenty-five (25) Point Assignments

Description:

Students will create a visual, and descriptive, scrapbook detailing six (6) oil spill cleanup techniques

Rubric:

Category	Points Earned	Points Possible
Six (6) Oil Spill Clean-up Techniques		3
The student has identified six (6) oil spill clean-up techniques.		
Description of each Clean-up Technique		12 (2 per Technique)
The student has provided a detailed description of each of the identified clean-up techniques. The description should include what the technique is, or how it is used, as well as, any advantages or disadvantages to its application.		
Images of each Clean-up Technique		6
The student has included a hand drawn colored, or, a computer generated image of each of the identified clean-up techniques.		
Aesthetics		2
The student's final product is complete showing that thought, time and effort were given in its completion.		
Works Cited		2
All sources are accurately documented following MLA format. Helpful Link: https://owl.english.purdue.edu/owl/resource/747/01/		
Total Points		25

Create A Timeline Showing Ten (10) Major Global Oil Spills

Twenty-five (25) Point Assignments

Description:

Students will create a timeline showing ten (10) major global oil spills in chronological order.

Rubric:

Category	Points Earned	Points Possible
Ten (10) Major Global Oil Spills		
The student has identified ten (10) major global oil spills with their date of occurrence, and has placed them in chronological order on their timeline.		5
Description of each Major Global Oil Spill		
The student has provided a short summative description of each of the major global oil spills. The description should include where the spill took place, how did the disaster occur and how much oil entered the environment.		10
Images for Three (3) of the Major Global Oil Spills		
The student has included an image for three (3) of the identified major global oil spills on their timeline. The image should be hand drawn and colored, or computer generated.		3
OPINION: Which Major Global Oil Spill was the Worst?		
The student has provided a section on their timeline to respond to the following question: <div style="padding-left: 40px;">Environmentally, or economically speaking, which major global oil spill was the worst? Defend your response.</div> The response should be at least five (5) sentences in length and cite at least two different facts in its defense.		2
Aesthetics		
The student's final product is complete showing that thought, time and effort were given in its completion.		3
Works Cited		
All sources are accurately documented following MLA format. Helpful Link: https://owl.english.purdue.edu/owl/resource/747/01/		2
Total Points		25

Develop An Academic Lesson For An Elementary School Pertaining To Ocean Pollution

Twenty-five (25) Point Assignments

Description:

Students will develop a ten (10) minute lesson that could be given to an elementary class pertaining to ocean pollution.

Rubric:

Category	Points Earned	Points Possible
Lesson Plan		
The student has completed a written lesson plan detailing their proposed agenda for their ten (10) minute lesson.		3
Visual		
The student has prepared a visual to accompany the instructional portion of their lesson. The visual could be a PowerPoint, poster, interpretive dance, etc. The visual will be assessed on its function within the lesson, information and aesthetics.		10
Activity		
The student has developed an activity that relates to their lesson and does a great job to assess the comprehension of the class after the lesson is taught.		10
Appropriate Lesson for an Elementary School Classroom		
The student has developed a lesson that is age appropriate for an elementary school classroom.		2
Works Cited		
All sources are accurately documented following MLA format. Helpful Link: https://owl.english.purdue.edu/owl/resource/747/01/		2
Total Points		25

Interview A Member Of The Marine Sciences Community Focusing On Ocean Pollution

Twenty-five (25) Point Assignments

Description:

Students will interview a member of the marine sciences community focusing their discussion on ocean pollution.

Rubric:

Category	Points Earned	Points Possible
The Marine Science Community		
<p>The student has selected an interviewee that is a member of the marine science community, or has expertise in marine pollution. The interviewee should be pre-approved by the student's teacher prior to the interview being conducted.</p> <p>Teacher Approval: _____ (Teacher Signature)</p>		3
Interview Question List		
<p>The student has prepared a list of at least ten (10) questions that they are going to ask during the interview. The questions should focus on areas such as the expertise of the interviewee, general ocean pollution or ocean pollution activism. The question list should be pre-approved by the student's teacher prior to the interview being conducted.</p> <p>Teacher Approval: _____ (Teacher Signature)</p>		5
Proof		
<p>The student has provided proof that the interview was conducted. Acceptable proof includes the recorded interview, a picture of the student with the interviewee or a signed note by the interviewee assuring that the interview was conducted.</p>		2
An Interview Transcript		
<p>The student has a written transcript of the interview detailing the interviewee's responses.</p>		5
Interview Reflection		
<p>The student has a typed, 1 – 2 page reflection piece in response to the interview. The reflection piece should summarize the interview, as well as, include the student's reactions to what was said.</p>		10
Total Points		25

Collaborate in Groups of 3 – 4 To Develop An Ocean Pollution Presentation With Activity
Fifty (50) Point Assignments

Description:

Students will collaborate in groups of 3 – 4 to develop and give a presentation pertaining to ocean pollution. The group’s presentation will be followed by an activity that reinforces the topics covered.

Rubric:

Category	Points Earned	Points Possible
Presentation Topic		
The students have selected a presentation topic that applies to ocean pollution. The presentation should cover aspects of the topic that were not covered in class. The presentation should NOT simply be a recital of a previous class discussion. The topic should be pre-approved by the group’s teacher prior to any research being conducted. Teacher Approval: _____ (Teacher Signature)		5
Ten (10) Minute Presentation		10
The presentation should last for a minimum of ten (10) minutes.		
Preparation		5
Students appear to be well prepared and knowledgeable about their chosen topic.		
Visual		10
A visual accompanies the presentation. The visual could be a PowerPoint, poster, interpretive dance, etc. The visual will be assessed on its function within the presentation, information and aesthetics.		
Activity		10
The activity relates to the presentation and does a great job to assess the comprehension of the class after the presentation is given.		
Supplies		3
All the supplies were prepared ahead of the scheduled presentation date. If copies are needed, a master copy was given to the teacher three (3) days in advance so that the appropriate arrangements can be made.		
Teamwork		5
Really!? Do you need an explanation of this one?		
Works Cited		2
All sources are accurately documented following MLA format. Helpful Link: https://owl.english.purdue.edu/owl/resource/747/01/		
Total Points		50

Develop An Awareness Campaign That Could Be Implemented To Educate
Society About Ocean Pollution

Fifty (50) Point Assignments

Description:

Students have identified that ocean pollution is a real threat to our oceans and will develop an awareness campaign to educate society.

Rubric:

Category	Points Earned	Points Possible
The Proposal		
<u>Abstract</u> : The student has included a paragraph introduction that summarizes their entire proposed awareness campaign.		5
<u>The Problem</u> : The student has included a paragraph detailing the problem that they wish to change through the completion of their awareness campaign. What was observed that called for action?		5
<u>What If</u> : The student has included a paragraph detailing what could happen to our oceans if the observed problem was allowed to continue without any human intervention.		5
<u>Audience</u> : The student has included a paragraph explaining the target audience for their awareness campaign.		5
<u>Campaign Details</u> : The student has included 1 – 2 pages detailing their proposed awareness campaign. Topics of discussion would include, but are not limited to the following ideas: When would the campaign be conducted? How would the campaign be conducted? How would the campaign be funded if funding is needed? Is there any legislation that would aid or inhibit the awareness campaign? Etc.		10
<u>Outcome</u> : The student has included a paragraph explaining the best outcome that could result from the campaign.		5
Continued →		

Develop An Awareness Campaign That Could Be Implemented To Educate
Society About Ocean Pollution

Fifty (50) Point Assignments

Rubric: continued

Category	Points Earned	Points Possible
Awareness Flyer		
The student has developed an original awareness flyer specific to their awareness campaign. The flyer should convey the message of the entire awareness campaign. The flyer should be hand drawn and colored, or computer generated, and should be different then the flyer created for class.		10
Petition		
The student has created a petition that fifty (50) supporters could sign after they are made aware of the challenges that face our oceans. The petition should include a paragraph detailing the awareness campaign so that supporters know what they are signing.		5
Implementation of Awareness Campaign		
If the student implements their awareness campaign, and receives fifty (50) signatures in support of their message, extra credit will be awarded.	(+5 if implemented)	0
Total Points		50

Enter The “Our Oceans, Our Plastic” Ocean Awareness Student Contest

Seventy-five (75) Point Assignment

Description:

This is an interdisciplinary contest that weaves together ocean awareness, creativity, and advocacy. Advocacy means taking a stand for something you believe in. It requires problem-solving skills, creativity, communication skills, assertiveness, and most of all, knowing when to call the world to action.

Submit a work of art, a poem, a written work, or a film about plastic pollution in the ocean. Look for connections between science, creativity, environmental advocacy, and your personal interpretation of theme Our Oceans, Our Plastic. Remember, there are no right or wrong ways to advocate, but give your piece a unique and powerful voice.

~ “From the Bow Seat”

<http://www.fromthebowseat.org/contest.php>

Rubric:

Category	Points Earned	Points Possible
Student-Teacher Conference		
The student and teacher have discussed the student’s thought process with regards to the contest requirements. After a brief discussion, and all parties are made aware of the requirements, a new DUE DATE will be assigned, and the teacher will approve the student to proceed with their research. New Due Date: _____ Teacher Approval: _____ (Teacher Signature)		5
Academic Understanding and Comprehension		
The student has demonstrated a level of understanding and comprehension of the content through the completion of their contest submission.		15
Category Requirements		
The student has fulfilled all of the requirements for submission to the “Our Oceans, Our Plastic” ocean awareness student contest.		50
Entry Submission		
The student has successfully submitted their entry into the “Our Oceans, Our Plastic” ocean awareness student contest.		5
Total Points		75