**Environmental Science 11 – Midterm Project**

By now, you have explored, on the surface, the systems that function on earth to keep it stabilized throughout time. Of course, many aspects of these systems change over time, which results in major changes to the earth. For example, the movement of continents due to plate tectonics resulting in large scale climate change on the continents and the poles. However, in our life times, these systems have kept the earth in a stable state and we depend on this stability.

This project is designed for you to showcase your knowledge of these systems from what we have learned in the first half of this course.

Pick at least 3 of the systems listed below and show their…

1. Functioning – detailed description/explanation of how they work.
2. Interconnectedness – how do they affect each other and depend on each other?
3. Their importance to the earth – how do these systems keep the planet stable? Why are they important in keeping the earth the way it is?
4. Their absence – What happens if the systems malfunction, or don’t exist?

List of systems and topics (pick at least 3):

1. Plate tectonics
2. Weather systems/climate
3. Water cycle
4. Nutrient cycles
5. The earth’s rotation around the sun/seasons
6. Food chains/Food webs/Food Pyramids
7. Bioaccumulation/Biomagnification

Project

You are to create a project in the format that best demonstrates communication and explanation of the topics desired. It can be a poster/powerpoint/video/3-D model/etc… to showcase your understanding of A, B, C, and D above. You have all the necessary notes, and information given to you in class. In addition, you may use online sources to supplement your knowledge and understanding. There will be small, gallery walk presentations through which you will show your classmates your understanding. You will also submit your final project to me for a final assessment.

Project Rubric

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|  | Not there | Kind of there | Perfect! | Beyond Perfect |
| Content (50%) | Uses 1 system and/or only some of A, B, C and D are discussed | Uses 2 systems and/or most of A, B, C, D are discussed | Uses all 3 systems and all of A, B, C and D are discussed | Uses more than 3 systems  All of A, B, C, D are discussed in depth beyond expectation. |
| Textual/Audio communication  (25%) | The content of the project is confusing and cannot be understood or followed. Just a series of random facts | The content of the project can be confusing at times but is somewhat understood, there is little flow | The content of the project can be understood and have a logical flow | The content of the project can be easily understood and has a logical organization that aids in understanding |
| Visual communication  (25%) | There are few or no visuals and/or are unrelated to the content being communcicated | There are few visuals in the presentation and/or they do not help in communication of content | The visuals in the presentation aid in supplementing the textual/auditory communication | The visuals in the presentation wholly help communicate and supplement the textual/auditory communication |