

Name:

**Global Warming Information/Call-to-Action Poster**

Show what you know! Use your notes, think about the 6 Degrees movie and you can use your textbook to create a poster. It should be neat, colourful and free of spelling and grammar errors. Your poster should have at least one sketch or picture in each box that helps to make your point.

**Box #1: Global Warming**

Define Global Warming & explain how we know it's already starting to happen.

**Box #2: Greenhouse Gases**

Describe what a greenhouse gas is. Give specific examples. What does a greenhouse gas do?

**Box #3: Why should we care?**

Describe what will happen to the earth and living things if the climate continues to warm.

**Box #4: What can you do?**

Describe how at least one action of a typical teenager can contribute to global warming. Explain how young people can reduce your carbon footprint and help slow global warming. Make sure you give examples young people can actually do.  
ie: not many teenagers can buy an electric car!



**Due Date:**

**Marking Rubric – Global Warming Poster**

**Communication Expectation:**

Curriculum – **A1.11** – communicate ideas in a variety of formats.

Student can – create an information/call-to-action poster that is attractive and free of spelling/grammar errors using pictures and text.

Assignment Focus	Communication /5
<b>Whole poster – good spelling/grammar, space used well, colour used well etc.</b>	Best marks if no spelling/grammar errors and visually appealing, good use of space/colour.

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**Knowledge & Understanding Expectation:**

Curriculum – **D3.7** – Identify indicators of global climate change.

– **D3.2** – describe the greenhouse effect

- **D3.5** – describe methods that humans create greenhouse gases.

a) Student can – define global warming & state how we know global warming is starting to occur.

b) Student can – identify greenhouse gases and explain how they warm our earth.

Assignment Focus	K & U	/5
a) Box #1 – Global Warming	Best marks if no errors and no omissions.	/3
b) Box #2 – Greenhouse gases	Best marks if no errors and no omissions.	/2

**Application Expectation:**

Curriculum – **D1.1** – analyze various ways living things [will be] affected by [more] climate change.

Student can –describe how our world will be affected by a greater warming of our earth.

Assignment Focus	Application	/5
Box #3 – Why should we care?	Best marks if student can give at least 2 solid examples and they are explained.	

**Inquiry Expectation:**

Curriculum – **D2.5** – investigate their personal carbon footprint & plan a course of action.

Student can – determine what he/she can do to minimize climate change.

Assignment Focus	Inquiry	/10
<b>Box #4</b> – What can you do?	Best marks if 2 realistic, reasonable examples given & explained well. Be wary of simplistic ideas.	

**Marking**

2.5/5 or 5/10 – Attempted expectation. There are significant errors/omissions present.

3/5 or 6/10 – Almost met expectation. There are some errors/omissions present.

3.5/5 or 7/10 – Met expectation. Completed the task with very little/no errors and/or omissions.

4+/5 or 8+/10 – Met expectation and more. Completed task correctly and included indepth explanation and/or much supporting details and/or great use of specific vocabulary and/or insightful.