

## HOMWORK EXTENDED PROJECT

SUBJECT: <b>Science</b>	YEAR: <b>9</b>
WEEK GIVEN OUT: 11 <sup>th</sup> July 2014	EXPECTED DURATION OF PROJECT:
WEEK GIVEN IN: 3 <sup>rd</sup> September 2014	<b>6-8hrs over 2 weeks</b>

**TITLE: Environmental Chemistry – Global Warming**

OUTCOME OF LEARNING:

Students are required to do the following –

**Design an ad-campaign for the government to increase the public's awareness of global warming**

DEADLINES:

The following work must be completed in Week 1:

**A plan describing when they will complete each part of the project  
Carry out research into the problem of global warming**

The following work must be completed in Week 2:

**Produce the materials required for an ad-campaign:  
i.e. an eye-catching but informative poster, a storyboard describing a possible TV advert and a more detailed leaflet.**

Students will have the opportunity to complete the following Subject Levels:

<b>3</b>	describe the term global warming
<b>4</b>	describe how we can reduce pollution by saving energy
<b>5</b>	describe some reasons for increasing levels of carbon dioxide
<b>6</b>	describe the Greenhouse Effect.
<b>7</b>	evaluate whether human activity is responsible for global warming

Students are expected to practise the following skills:

**Self Manager**

# Global Warming

Your task is to design an ad-campaign for the government to increase the public's awareness of global warming

It should include:

An eye-catching but informative poster  
A storyboard describing a possible TV advert  
A more detailed leaflet

If you wish to include other materials in your campaign you may

## WEEK 1

You will need to plan when you will complete each part of the project

You will need to carry out research into the problem of Global Warming

You should find out:

- What is meant by global warming
- What might be causing it to happen
- What problems might global warming cause
- What we can do to reduce the problem

## WEEK 2

You will need to produce the materials required for your ad-campaign

# Planner

Date of completion

Time allocated

Research

\_\_\_\_\_

\_\_\_\_\_

Produce Poster

\_\_\_\_\_

\_\_\_\_\_

Design Story board

\_\_\_\_\_

\_\_\_\_\_

Produce Leaflet

\_\_\_\_\_

\_\_\_\_\_

<b>Research Grid</b>	<b>Source 1</b> (Books and websites used with details of title, author and web site addresses)	<b>Source 2</b>	<b>Source 3</b>
<b>Question 1</b> What is meant by global warming			
<b>Question 2</b> What might be causing it to happen			
<b>Question 3</b> What problems might global warming cause			
<b>Question 4</b> What we can do to reduce the problem			

**SUBJECT** (entered by the Head of Department) - Year Group 9

Name ..... Class..... Target Grade.....

This work enables you to reach the following levels

Level Descriptors		Student: Tick the level	Teacher: Tick the level
<b>3</b>	I can describe the term global warming		
<b>4</b>	I can describe how we can reduce pollution by saving energy		
<b>5</b>	I can describe some reasons for increasing levels of carbon dioxide		
<b>6</b>	I can describe the Greenhouse Effect.		
<b>7</b>	I can evaluate whether human activity is responsible for global warming		

**Learning to Learn: I have used the following skills**

Please tick **Red**, **Amber** or **Green**

- Red = beginner - I did this but needed help from others
- Amber = I did this
- Green = I did this easily and helped others

*Self manager: Young people organise themselves, showing personal responsibility, initiative, creative and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.*

<b>Self manager</b>		Red	Amber	Green	Give an example of when you did this
Be organised.	I can organise my time and resources.				
	I can prioritise actions.				
Go for it! Finish it!	I can work towards goals and show initiative.				
	I can work towards goals and show commitment and perseverance.				
	I can manage demands from home and school and finish a task.				
Manage risks	I can look for challenges or new responsibilities and can adapt to them.				
	I can put myself in new situations and will ask for advice when needed.				

Manage emotions	I can build and keep relationships when working with others.				
	I can manage my emotions.				

<b>Independent Enquirer</b>	Red	Amber	Green
I can work out what I need to do and where I can go to find information			
<b>Effective participator</b>			
I take a full part in the activity			
<b>Team worker</b>			
I work well with others			
<b>Creative thinker</b>			
I can come up with new ideas			
<b>Reflective Learner</b>			
I work out my strengths and weaknesses and what I need to do to improve			

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Teacher's comment on work

**Effort Grade** (please circle) Excellent, Good, Satisfactory, Poor, Very poor

Please tick if house point awarded .....

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*(To be completed by the student)*

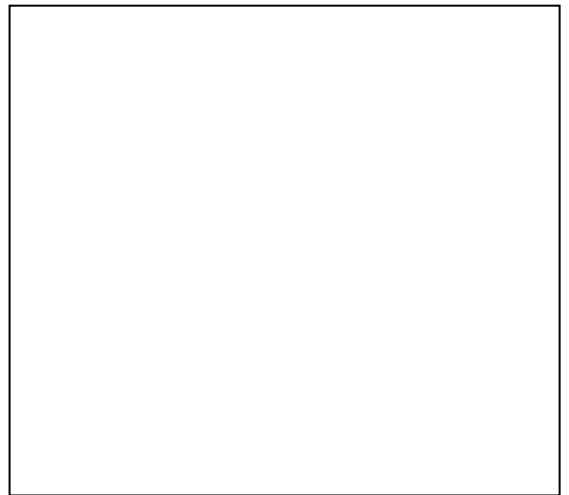
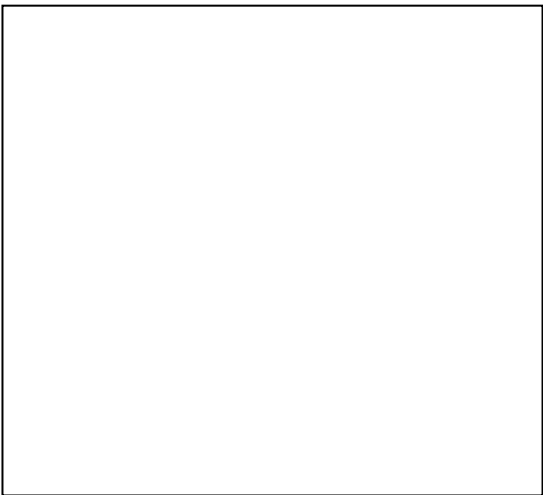
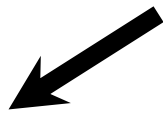
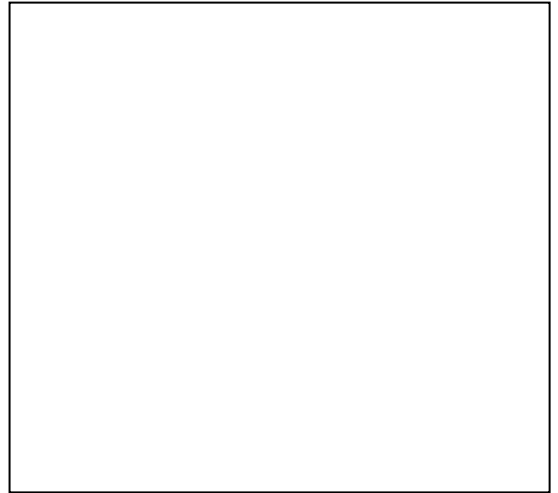
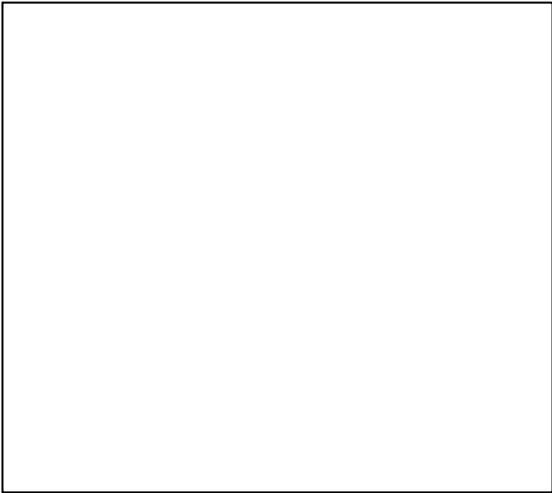
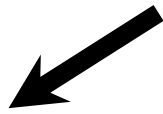
To reach the next level I need to




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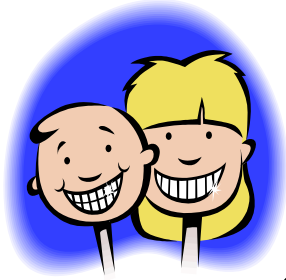
Teacher's Name ..... Date.....

# STORYBOARD



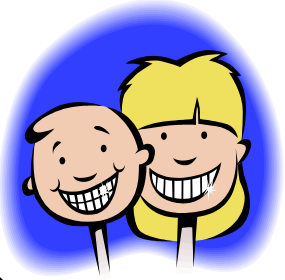
**Level 3**

I can describe the term global warming



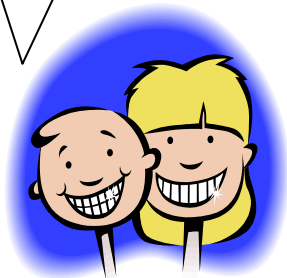
**Level 4**

I can describe how we can reduce pollution by saving energy



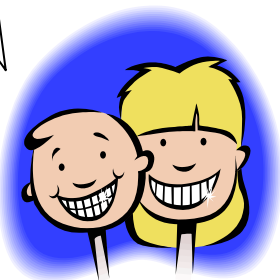
**Level 7**

I can evaluate whether human activity is responsible for global warming



**Level 6**

I can describe the Greenhouse Effect.



**Level 5**

I can describe some reasons for increasing levels of carbon dioxide

