

Global climate change pol

Driving Question: What is causing global Climate Change? How can you support your claim with evidence?

Objective: Your Fall Semester POL will consist of a 5 to 7-minute presentation detailing what you believe is causing Global Climate Change based on research and evidence.

Your POL must meet the following requirements:

- ❖ It must be **5-7** minutes in length
- ❖ It must begin with an **“Intro script”**
- ❖ **It must contain the following pieces of evidence**
 - **Two graphs** (one must be made by you in Excel)
 - **Two newspaper/magazine citations** (via the New York times, The Washington Post, The Wall Street Journal, The Atlantic, National Geographic, The economist etc...)
 - **Two citations from scientific organizations** (NASA, NOAA, Monterey Bay Aquarium, NIH, 350.org, UNFCCC)
 - **One more citation** of your choice for a total of 7 citations
- ❖ *It must contain scientifically accurate data and information*
- ❖ It must reference at least **1 in-class activity**
- ❖ Your presentation must be aesthetically pleasing, easy to read, and contain no spelling or grammar errors.

If your POL does not meet these requirements, it will be considered a no pass and will need to be re-presented. If you do not pass your POL you will end up with an “I” for our global climate change unit.

Date	December 1st	December 8th	December 11-12	December 13
Checkpoint	POL assigned. Ms. Wynn Available for conferences 12/4-12/8 before or after school	Data analysis and research checkpoint #1 *you will have to have your thesis statement and two pieces of evidence*	In class research seminar and conferences Checkpoint #2 4 pieces of evidence due at the end of class	Socratic Seminar- a way to practice using your evidence to support your claim.

Getting Started:

1. Head to my weebly and find the post entitled **“Bio Fall 2017 POL”**
 - a. *Click on the link that will take you to the Google Slides template*
 - b. *Follow the instructions on the Google Slides template to make a copy of the template and create your presentation*
2. **Explore all of the links on the section of my weebly post called “Curated Resources”**. There you will find links from a variety of sources and mediums. Articles, podcasts, websites etc...
3. **Create your Thesis Statement** (and post it in your presentation when finalized).
 - a. *Based on everything you have researched, what have you found to be the cause of global climate change? Can you come up with an in depth explanation for what global climate change is, and what is causing it to occur? Is it Greenhouse Gas Emissions? Is it the hole in the ozone layer? Is it overpopulation?*
 - b. Using the Curated Resources, and some of your own research/our in class activities, can you find 7 pieces of evidence that support your claim?
 - c. Can you summarize your thoughts into a concise statement that follows this format?
 - i. “Global Climate Change is caused by an overproduction of _____ which stems from these three factors: _____, _____, and _____”.
4. Finish editing your presentation **so it includes all 7 pieces of evidence** and clearly conveys your claim. Feel free to make more slides and be creative with the layout. Just make sure you have every REQUIRED slide.

If you feel like you need help finding evidence, creating your thesis statement, or how to interpret the sources you have found PLEASE contact me for help!

EMAIL: EWYNN@DAVINCISCHOOLS.ORG

****seriously, share your presentation with me and I will give you feedback before POL's****

REMIND APP: Period 1.3 - @bf94e

Period 2.4 - @3766hk

Period 9.11- @cdh2e

Period 10.12- @e69c4

**OFFICE HOURS: MONDAY, WEDNESDAY, THURSDAY 8:00 -9:00
EVERY DAY INCLUDING FRIDAY AFTER SCHOOL**

Presentation Quality	<ul style="list-style-type: none"> • Speaks clearly, with accurate pronunciation and presentation volume • Presentation meets the requirements (7 citations, required slides, neatly displayed etc...) • Makes eye contact and body language is confident and professional • Prepared for presentation well in advance via a notecard, study sheets, or came in for office hours • Professional dress
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Score Metric	1	2	3	4
Global Climate Change Mastery	<ul style="list-style-type: none"> • Uses incorrect vocabulary words or definitions • Does not use scientific Data to support claim • Demonstrates little or no understanding of concept and does not explain thinking • Student simply states an in class activity, rather than explain its connection to the thesis statement. 	<ul style="list-style-type: none"> • 2 Vocabulary words or concepts were presented incorrectly • Demonstrates a sufficient amount of content understanding. • Student has a thesis statement that is somewhat unsupported by evidence. • Students connection to in class activity does not fully support their thesis 	<ul style="list-style-type: none"> • One vocabulary word was in correct • Student has a thesis statement with enough evidence to support it. • Demonstrates a high level of understanding, but may not be able to respond to questions from the teacher. • Makes a connection to one in class activity. 	<ul style="list-style-type: none"> • Uses correct and thorough definitions of vocabulary. • Demonstrates a full understanding of the concepts and explains thinking thoroughly. • Thesis statement is supported by comprehensive evidence from many sources. Student clearly researched their evidence on their own and made a concrete case for their thesis statement. • Connects to multiple in class activities.

COMMENTS:

Curated resources

Choose from the list of links below to find at least 7 pieces of evidence to support your thesis statement.

REMINDER: Data collected during an in-class activity CAN COUNT as a piece of evidence

1. <https://350.org/>
2. <https://www.nasa.gov/subject/3127/climate/>
3. <http://www.noaa.gov/climate>
4. <http://www.montereybayaquarium.org/conservation-and-science/publications>
5. <https://search.nih.gov/search?utf8=%E2%9C%93&affiliate=nih&query=climate+change&commit=Search>
6. http://unfccc.int/secretariat/momentum_for_change/items/8401.php
7. <http://unfccc.int/di/DetailedByGas/Event.do?event=go>
8. http://unfccc.int/ghg_data/ghg_data_non_unfccc/items/3170.php
9. <https://itunes.apple.com/us/podcast/id1227876455> (Episode 3)
10. <https://www.npr.org/sections/thetwo-way/2017/11/02/561608576/massive-government-report-says-climate-is-warming-and-humans-are-the-cause>
11. <https://www.epa.gov/ghgemissions/overview-greenhouse-gases>
12. <https://www.theguardian.com/environment/2013/apr/29/global-carbon-dioxide-levels>
13. <http://articles.latimes.com/2012/nov/28/nation/la-na-tt-ocean-acidification-20121127>
14. <https://www3.epa.gov/climatechange/Downloads/Region4-climate-change-adaptation-plan.pdf>
15. <https://www.nytimes.com/interactive/2017/climate/what-is-climate-change.html>
16. <https://www.nytimes.com/interactive/2017/03/21/climate/how-americans-think-about-climate-change-in-six-maps.html?ref=collection%2Fsectioncollection%2Fclimate&action=click&contentCollection=climate®ion=rank&module=package&version=highlights&contentPlacement=9&pgtype=sectionfront>
17. <https://www3.epa.gov/climatechange/kids/index.html>
18. <https://www.nationalgeographic.com/environment/climate-change/>
19. <https://www.thisamericanlife.org/radio-archives/episode/495/hot-in-my-backyard>
20. https://en.wikipedia.org/wiki/Climate_change
21. <http://www.pnas.org/content/106/6/1704.full.pdf>
22. <https://insideclimatenews.org/news/03012017/agriculture-climate-change-paris-agreement-global-warming-drought>
23. <http://www.noaa.gov/resource-collections/ocean-acidification>
24. <https://www.scientificamerican.com/article/rising-acidity-in-the-ocean/>
25. <https://docs.google.com/presentation/d/19oeWeMTul5xL8R3pf-WqG3DF6VaZN9D-7wllHTlqX60/edit#slide=id.p3>
26. <https://docs.google.com/document/d/1rm8gC3TNTmlPLUICyXA-j5k96bhQcsWJqcAp3k3He0o/edit>
27. <https://www.youtube.com/watch?v=y2euBvdP28c>

28. https://www.youtube.com/watch?v=b6CPsGanO_U
29. <https://www.youtube.com/watch?v=5eTCZ9L834s>
30. <https://www.youtube.com/watch?v=Jn9mYhFwTqw>
31. <https://www.youtube.com/watch?v=zRQvxLuvtX0>
32. <https://www.youtube.com/watch?v=cjuGCJJUGsg> –John Oliver hosts a debate!
33. <https://www.nasa.gov/press/goddard/2014/november/nasa-computer-model-provides-a-new-portrait-of-carbon-dioxide/>
34. <https://climate.nasa.gov/vital-signs/carbon-dioxide/>
35. <https://climate.nasa.gov/news/2639/nasa-pinpoints-cause-of-earths-recent-record-carbon-dioxide-spike/>
36. https://climate.nasa.gov/climate_resources/24/
37. <https://climate.nasa.gov/vital-signs/carbon-dioxide/>
38. <https://scripps.ucsd.edu/programs/keelingcurve/co2-graphs/>
39. https://climate.nasa.gov/resources/graphics_and_multimedia/?scope=featured&type=52
40. <https://www.theatlantic.com/science/archive/2017/11/a-major-new-us-report-affirms-climate-change-is-getting-worse/544952/>