

Earth Science Project

California Resources and Hazards Project

Objective: To teach the class about a particular resource, hazard or a problem with a resource or hazard of California.

Due Date: Final completed project due April 17 – turn in by “sharing” the PowerPoint with Mr. Jarrett.

Turn-in process: Please use your Office 365 account to complete the project in PowerPoint. When you open your PowerPoint project, you can “share” the project by clicking on the share link in the top right corner. It looks like a box with an arrow coming out of it.

Requirements: Students must pick a topic about California to present a minimum of 10 PowerPoint slides. Obviously, the more slides the easier the presentation. The first slide will be the title and presenter’s name (you), and the last slide a reference/works cited page. You must use three different references. The references can be encyclopedias, journals, periodicals (magazines and newspapers), websites, multimedia encyclopedias, books, or other online sources that are credible (ie. .gov, .edu. research groups). Search engines, such as www.google.com, are not valid references, but should be used to find quality, valid references.

Your presentation can be on topics such as: the history of a specific resource in California and their impact on the environment, the geologic history of California, specific natural disasters or hazards in California and their impacts on people and the environment or what could happen in the future, Fresh water availability in Southern California, Droughts in California, the need for alternative energy sources in California, the availability and effect of the use of oil California, or how atmospheric river events impact California, mineral resources/supplies in California.

Your presentation should consist of valid information. How and why is your topic important? What is its geologic significance? What happened? Where did it or could it happen? What positive and negative effect does it have for people and the environment? The Power Point layout must contain graphics such as, maps, pictures, graphs, diagrams or any other visual appropriate for the assignment. The amount is up to you, but the more organized and balanced the layout with information and graphics the better. Answer the where, when, why, how, who.

Reference Slide/Page and Citing Your Reference:

When you use material from a reference use a subscript at the end of the sentence or sentences that tells the class where you found that information. Example: Most hurricanes are born in the Eastern Atlantic Ocean off the coast of Africa.¹ The number 1 is a subscript and will be my first reference listed on the reference slide/page. Use the following guide to write your references:

World Wide Web (Internet): Author, Topic, URL#/address, Date information was written. (Remember yahoo, google, ask jeeves and Wikipedia are not valid resources)

Multimedia Encyclopedia/CD-Rom’s: Author, Title of article, Type of program

Encyclopedia: Title of article, Title of encyclopedia, Edition date, Volume number

Magazine Article: Author’s last name, first name, Title of article, Name of magazine, Date of magazine

Book: Author’s last name, first name, middle name, Title of book, City published, Publishing company, Publishing date

Grading Rubric

Points

- Content of Material (quality of information, evidence/data, cause/affects) **75**
- Presentation (enunciation, length, eye contact, preparation, volume) **50**
- Power Point/Brochure Layout (visuals, 10 slides, organization) **50**
- Reference Slide/Page (minimum 3 references, correctness, citing) **25**

This is a 200 Point Project. For many of you it will determine if you pass or fail this semester. We will spend class time on this, but it may take outside work in order to complete this assignment.

Content of Material

| | |
|--|-------|
| Quality of Information | |
| A Information is understandable, valid, and translated by the student except where cited | 30-35 |
| B Information is mostly understandable, valid, and translated by the student except where cited | 25-30 |
| C Information is somewhat understandable, valid and translated by the student except where cited | 20-25 |
| D/F Information is hard to understand nor valid, and is copy and pasted without citation | 10-20 |
| Evidence and Data | |
| A Evidence and Data is used to support the information | 16-20 |
| B Some evidence and data is used to support the information | 12-16 |
| C Little evidence and data is used to support the information | 8-12 |
| D/F No evidence and data is used to support the information | 0-7 |
| Cause and Affect | |
| A What causes your topic and the affects or things that happen because of your topic were well explained | 16-20 |
| B What causes your topic and the affects or things that happen because of your topic were mostly explained | 12-16 |
| C What causes your topic and the affects or things that happen because of your topic were somewhat explained | 8-12 |
| D/F What causes your topic and the affects or things that happen because of your topic were not well explained | 0-7 |

Presentation

| | |
|---|-------|
| Length | |
| A Was at least 4 minutes | 9-10 |
| B Was between 3:30 and 4 minutes | 9 |
| C Was between 3 and 3:30 | 8 |
| D/F Was under 3 minutes | 0-7 |
| Enunciation | 10 |
| A All words were clearly stated | 9 |
| B Most words were clearly stated | 8 |
| C Some words were clearly stated | 7 |
| D/F It was clear the student didn't know some of many of the words | 0-6 |
| Preparation | |
| A Student knew all of the material they were presenting | 9-10 |
| B Student knew most of the material they were presenting | 7-8 |
| C Student knew some of the material they were presenting | 5-6 |
| D/F Student knew little of the material they were presenting | 0-4 |
| Volume and eye contact | |
| A Student could be easily heard and was speaking to class not reading the screen | 18-20 |
| B Student could be heard and mostly spoke to the class and didn't read the screen | 15-17 |
| C Student was harder to hear and read from the screen | 12-14 |
| D/F Student could not be heard and read from the screen | 0-11 |

Power Point Layout

| | |
|--|------|
| Visuals | |
| A Layout contains visuals appropriate and balanced with the text, and has slide transitions and animation that enhance the project | 9-10 |
| B/C Layout contains some visuals appropriate and somewhat balanced with text, and has some slide transitions and animation that enhances the project | 8-9 |
| D/F Layout contains few visuals appropriate and not balanced with text, , and has no slide transitions or animation that enhances the project | 0-7 |
| Length | |
| A At least 10 slides | 10 |
| B At least 9 slides | 9 |
| C At least 8 slides | 8 |
| D At least 7 slides | 7 |
| Organization | |
| A The layout has a logical order and background pictures don't clash with the text. | 10 |
| B/C The layout has a mostly logical order and a couple of slides have background pictures that clash with text | 8-9 |
| D/F The layout has some logical order and most slide's background pictures clash with text | 0-7 |

Reference Slide

| | |
|---|-----|
| Number of References | |
| A Project has 3 valid references | 5 |
| B Project has 2 valid references | 4 |
| C Project has 1 valid reference | 3 |
| D/F Project has 0 valid references | 0 |
| Accuracy | |
| A References are written correctly in MLA format | 10 |
| B/C/D References are written mostly correct in MLA format | 5-9 |
| F References are written incorrectly not in MLA format | 0 |
| Citing | |
| A The number of all the references were used to cite information within the power point slides | 10 |
| B The number of some of the references were used to cite information within the power point slides | 7-9 |
| C The numbers of one reference was used to cite information within the power point slides | 5-6 |
| D/F No references were cited within the power point slides | 0 |