



*Earth Day 2016!*

*Project Requirements and Rubrics*

*7th Grade Topic:*

*Urban Agriculture*



**Project Description:**

Over the last few weeks, we have studied urban agriculture and green space in urban areas. Through looking at examples like the work of Ron Finley (the gangsta gardener) we have examined the importance of locally sourced foods, the environmental impact of urbanization, and the need for green space in urban areas. To allow for student voice and choice, you will develop an inquiry question in small groups that explores issues related to green space in urban areas, and will show your findings on poster and in a presentation on Earth Day.

**EPC Standards:**

**Principle II: Human Influence on Natural Systems - (B)** Students need to know that the expansion and operation of human communities influences the geographic extent, composition, biological diversity, and viability of natural systems.

**College and Career Readiness Standards:**

7.W.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

7.SL.4- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

My Groupmates	Our Inquiry Question

**Poster Board Requirements: (Please check each item when your group has completed this)**

- 1 relevant (to the topic of urban agriculture) inquiry question, neatly and clearly written at the top of your poster
- 1 introductory paragraph describing your research and project
- 4 separate subtopic paragraphs showing information on different aspects of your topic
- 3 or more relevant and appropriate images with captions that help convey your knowledge of the topic/understanding of your inquiry question
- A source list (need to include information from at least three different CREDIBLE sources - NO WIKIPEDIA)

**Presentation Requirements:**

- Speak clearly, using appropriate volume and formal language
- Professional attire
- Use of transitional words and phrases to create a coherent presentation
- Some memorization of essential information about your topic (could utilize note cards to help with this)

**Optional Elements:**

- Groups can use any hands on, 3D, or experiential elements to their presentation as desired. For example, students can develop a game for visitors to play, gifts to hand out, music, videos to play, etc. However, anything you include needs to add to your presentation, not detract from it. Everything you do should be relevant to your inquiry question. However, you MAY NOT pass out ANY junk food, or use any materials not in line with the mission of ECMS (example - using plastics, styrofoam, etc) .

**RUBRIC:**

**PRESENTATION:**

**7.SL.4-** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

	1	2	3	4
Present findings and supporting evidence	Students provide 1 pieces of evidence that support their findings.	Students provide 2 pieces of evidence that support their findings.	Students provide 3 pieces of evidence that support their findings.	Students provide more than 3 pieces of evidence that support their findings.
Presentation follows a line of reasoning and is presented in a logical order.	Oral presentation has no distinct logic or order.	Oral presentation has at least two distinct sections tied together with a logical transition.	Oral presentation has a clear beginning, middle, and end tied together with coherent and logical transitions.	Oral presentation has a clear beginning, middle, and end tied together with coherent and logical transitions that creates audience engagement.
Speak clearly, using appropriate volume and formal language	Presenters speak, but tone, pace, and inconsistent use of formal language makes it difficult for the audience to understand.	Presenters speak using good tone, pace, and formal language appropriate to the presentation. (May be instances where words or phrases are unclear due to lack of enunciation, a delivery that is too quick, or not loud enough)	Presenters speak clearly using appropriate tone, pace, and formal language appropriate to the presentation.	Presenters speak clearly and engage the audience with appropriate tone, pace, and formal language appropriate to the presentation.
Environmental Stewardship	Presentation is constructed from some	Presentation is constructed from mostly	Presentation is constructed from all natural	Presentation is constructed from 100%

	natural materials, however, more than 3 elements are not natural elements.	natural materials (except for 2 or 3 elements) that have been or could be recycled.	materials (except for 1 element) that have been or could be recycled.	natural materials that have been or could be recycled.
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WRITING

7.W.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

	1	2	3	4
Development and Organization	The writing has more than one or two sentences, but lacks cohesive ideas and lacks supporting details.	The writing has at least 1 paragraph organized in a logical fashion. There is a topic sentence, 2-3 supporting details, and a conclusion.	The writing has at least 2 paragraphs organized in a logical fashion. There is a topic sentence, 3-4 supporting details, and a conclusion.	The writing has 2-3 paragraphs including a hook, a clear topic sentence, 5-6 supporting details, and a conclusion sentence.
Style is appropriate to the task, purpose, and audience.	The writing does not maintain a formal or informative style.	The writing maintains a formal and informative tone and style, however, there are 1 or 2 uses of colloquial language and/or other informal phrases.	The writing maintains a formal and informative tone and style that avoids colloquial language and other informal phrases.	The writing maintains a formal and informative tone and style that avoids colloquial language and other informal phrases.