NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Weather and Climate Project-Mrs. Weimer

YOUR TASK: You and your group will put on a newscast about Global Climate and the Weather. You will complete this task and it will be taken as an exam grade (50% of your weighted grade). The presentation template has been made and is on Shared-Mrs. Weimer-7th Grade-Weather and Climate Project (it is a PowerPoint). You can add things to the template, if you so choose, to enhance your story line. Things to keep in mind for the project:

1. \_\_\_\_\_\_\_/10 points You must use the TOP STORY portion to go over something CLIMATE related
	1. You can post pictures or a news story from YouTube into the PowerPoint
		1. Videos can be NO LONGER than 1 minute in length
2. \_\_\_\_\_\_/10 points The WEATHER portions of the PowerPoint
	1. YOU MUST explain what is happening in the Weather Maps Provided using the weather terms
3. \_\_\_\_\_/10 points The LOCAL portion of the PowerPoint can be for anywhere you desire and can include the following:
	1. Pictures
	2. Local Maps from [www.Weather.com](http://www.Weather.com)
	3. Local Stories (especially if you chose somewhere that was recently ravaged by a storm)
4. \_\_\_\_\_/20 points The SEVERE weather portion of the PowerPoint can be any recent (past 10 years) weather or climate event
	1. Must include at least 2 pictures
	2. Must CONNECT Weather to Climate-you make a connection based on what you have learned

**TWENTY** of the following terms must be included in your report:

Front Air Mass Pressure-High and Low Barometer (or Barometric Pressure)

Humidity Temperature Climate Convection

Cyclone Jet Stream Anemometer Air Pressure

Evaporation Condensation Precipitation Global Warming

Ozone Smog Infrared Radiation Greenhouse Effect

Pollutants Particles Psychrometer Ultraviolet Radiation

Water Cycle Conduction Altitude Atmosphere

Cirrus Stratus Cumulus Nimbus

PEER REVIEW (will account for 10% of your total grade)

|  |  |
| --- | --- |
| STUDENT NAME | PEER REVIEW /10 |
|  |  |
|  |  |
|  |  |

Mrs. Weimer Grades:

Top Story \_\_\_\_\_\_\_/10

Weather \_\_\_\_\_\_\_/10

Local \_\_\_\_\_\_\_/10

Severe \_\_\_\_\_\_\_/20

Rubric Grade \_\_\_\_\_\_\_/20

PEER REVIEW \_\_\_\_\_\_\_/10

TOTAL GRADE \_\_\_\_\_\_\_/80

Percentage \_\_\_\_\_\_\_%

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY  | **4**  | **3**  | **2**  | **1**  |
| **Organization**  | The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.  | The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.  | The story is a little hard to follow. The transitions are sometimes not clear.  | Ideas and scenes seem to be randomly arranged.  |
| **Vocabulary** | 20 or MORE vocabulary words used correctly | 18 or more vocabulary words used correctly  | 16 or more vocabulary words used correctly  | Less than 16 vocabulary words used correctly  |
| **Creativity**  | The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.  | The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.  | The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.  | There is little evidence of creativity in the story. The author does not seem to have used much imagination.  |
| **Working Together** | There is an appropriate amount of dialogue to bring the characters to life and each member knew their cues and roles  | There is too much dialogue in this story, but it is always clear which character is speaking. Characters could have used more practice. | There is not quite enough dialogue in this story and characters could have used more practice | It is not clear which character is speaking and the characters clearly did not practice enough  |
| **Amount of Time**  | Skit easily flows with the amount of time  | Skit was presented but students misunderstood or misread 1-2 of their prompts  | Skit was presented but students misunderstood or misread 3-4 of their prompts | Skit was presented but students misunderstood or misread more than 4 of their prompts |