

Name:

Date:

Carrier:

This unit explores human activities that disrupt ecosystems both positively and negatively and the methods employed to reduce impact. It examines human use of natural resources through many means, including mining and clearcutting, and the impacts on the environment. Agricultural practices in particular can cause environmental disruption. For example, one of the largest uses of freshwater is for irrigation. Every irrigation method employed for agriculture has its own benefits and drawbacks.

For this project, you will choose a peer-reviewed article that discusses emergent research in a specific topic of the “Land and Water Use Unit” and design a Public Service Announcement (PSA) to present the information to the leaders of our Houston/Texas community. You will be taking notes on the other presentations and you may use your notes on a concept check following this project.

Project Components and Deadlines:

1. Dissecting a peer-reviewed article - daily grade
 - a. Due - Friday, January 20th (beginning of class)

2.

Your topic:

3. Article Selection: Submission of the PDF of the article you selected will be in Google Classroom for teacher’s approval.
 - a. Due - Friday, January 20th (end of class)
4. PSA Script - submission will be in Google Classroom.
 - a. Due - Tuesday, January 24th (end of class)
5. Final video of PSA - **test grade**
 - a. A carrier - Friday, January 25th (beginning of class)
 - b. F carrier - Thursday, January 26th (beginning of class)
6. In-class Unit 5 open-notebook **concept check** - A carrier: 02/07 & F carrier: 02/06

Instructions:

1. After being assigned a topic from the “Land and Water Use” unit, you will spend class time learning more about it by reading the textbook, watching videos from AP Classroom, and by reading about it on your Biozone book. Schedule a tutorial with Mrs. DelBosque-Hernandez if you have any questions about this topic.
2. Use the library databases to find 2-3 peer reviewed articles that discusses the assigned topic.
3. Submit at least one article to obtain approval from Mrs. DelBosque-Hernandez
4. Plan the structure of your PSA:
 - a. Discuss facts from the textbook, and and other sources to inform the viewer about the importance of the environmental issue.
 - b. Discuss the emergent research on this topic, as learned from the science article and use the results to persuade the viewer to help with the issue.
 - c. Use graphs/data and images to explain the topic and the emerging research on it.
5. Share the link to your PSA in Google Classroom, we will watch all PSAs in class and vote on the audience’s favorite.
6. As you are drafting a script for your PSA, consider the following: [The Language of Conservation: Updated Recommendations on How to Communicate Effectively to Build Support for Conservation.](#)

Project Rubric:

Category	4 points	3 points	2 points	1 point
Assigned Topic Facts	Multiple facts from the textbook, and research article are included to inform the viewer about the the environmental issue and its importance.	Facts are included only from one source to inform the viewer about the environmental issue and its importance.	The PSA leaves out important details (such as the importance of the issue) and/or presents inaccurate information.	Many statements are incorrect and unsupported.
Assigned Topic Solution	Information from the textbook, and research article is included to persuade the leaders of our community of a potential solution of the environmental topic.	A potential solution is vaguely explained with information from the scientific article.	A potential solution is vaguely explained with information from the textbook only.	A potential solution is proposed but not based on a scientific article.
Audience Engagement	The combination of creativity, technical skill, and audience appeal are very effective in delivering a strong message about the assigned topic. Engages audience throughout entire broadcast. Viewers feel persuaded to help the issue	The combination of creativity, technical skill, and audience appeal deliver a clear message about the assigned topic. PSA catches listener attention early, but does not engage audience throughout entire broadcast. Viewers understood the issue	The intent of the PSA is understood, but it has little motivational value. PSA engages audience for brief moments.	The message is not clear in the PSA. PSA does not engage audience.
Timing	The PSA is between 60 - 120 seconds in lenght	The PSA is between 120 - 180 seconds	The PSA is between 180 - 240 seconds	The PSA is shorter than 45 sec. or longer than 240 seconds
Follow-up	Information was included about where to learn more about the issue			No additional information were included
Fair Use	The PSA follows fair use for all music and sound effects that are included. All text is the original work of the student and it is cited. Images follow fair use. Graphs and other images from the article/textbook are cited.	There are some minor issues with copyright, fair use or with citations.		The PSA does not follow fair use practices. Text, sound effects and/or music is used without permission and/or in violation of copyright. No citation provided for graphs/images.

_____ / 24 pts.