



## Topic

Earthquakes

## Objective

To investigate the causes and effects of earthquakes.

## Overview of the project outcome

Students will present their outcome during the classes.

Below you will find detailed outcome requirements for each subject.

## Assessed Subjects and objectives

Below are the subjects you will be assessed for in this project. **You can find all assessment criteria at the end of this document.**

Subject	Objective
Science	To investigate and research the different types of tectonic plate boundaries that cause earthquakes and analyze the effects of earthquakes on the environment.
English	Speaking skills: <ul style="list-style-type: none"><li>• To be able to present orally and explain the topic without having to read from the slides.</li><li>• To use proper language conventions and grammar.</li><li>• Able to paraphrase information from various sources.</li></ul>
Global perspectives	<ul style="list-style-type: none"><li>• To explain causes of local or global issues and consequences for others.</li><li>• Present information and arguments clearly with some reasoning, referencing sources where appropriate.</li></ul>



## Project description

For this project, students will produce a comprehensive outcome which includes all the aspects required in the outcome part in this document.

## Teams

You are required to work in teams of four/ five **during science and global classes.**

Team selection will take place during **English** classes.

## Outcome / Deliverables

Subject	Outcome
Science	<b>PowerPoint Presentation/ poster</b> must include the following: <ul style="list-style-type: none"><li>• The causes and effects of earthquakes.</li><li>• The factors that affect the intensity and frequency of earthquakes.</li><li>• Methods used to detect, measure and predict earthquakes.</li><li>• The impacts of earthquakes on the natural environment and ecosystem.</li></ul>
English	To give an oral presentation with a clear purpose covering all the aspects mentioned earlier.
Global	Present their outcome PPT/ Poster orally.  <b><u>The PowerPoint slides should be 6-8 slides and need to include:</u></b> <ul style="list-style-type: none"><li>• Introduction of earthquakes and issues related to earthquakes</li><li>• Highlight causes and consequences for others</li><li>• Course of actions (suggest solutions with some reasoning)</li><li>• Conclude (wrap-up)</li><li>• Resources (referencing sources)</li></ul>



## Audience:

Their classmates

## Submission deadline

May 20th, 2023

## Submission format / Details

Submission document: uploaded to all subjects (Science, English and Global) on **LMS-assignments** as a PDF file by **one team member only**.

## Resources

- For your research, you may use any resources you find appropriate and evaluate to be credible ends with (org, gov, edu).
- Please provide the complete link of your resources. (you are required to use a minimum of 2 resources for this project and to include them in the submission document).



## Assessment Criteria

### Science

<b>Skill / Proficiency</b>	<b>Level 1 Needs Improvement (0/2)</b>	<b>Level 2 Acceptable (1/2)</b>	<b>Level 3 Excellent (2/2)</b>	<b>Student Level / Grade</b>
<b>Content</b>	Content is minimal; there is no detail in content.	There is little detail in the content; it does not go deeply into the topic. Incomplete and/or unfocused.	Content is detailed; covers topic in-depth with details.	
<b>Required elements</b>	Several required elements are missing from the project.	Missing one or more of the required elements as stated in the outcome.	Includes all of the required elements as stated in the outcome.	
<b>Outcome (quality of the project)</b>	The PPT/poster format and organization of material are confusing to the reader. Project does not show effort.	The PPT/poster has some organized information with random formatting with some evidence of effort.	The PPT/poster has excellent formatting and very well organized information with strong evidence of effort.	
<b>Teamwork</b>	Team did not collaborate or communicate well. Some members would work independently, without regard to objectives.	The team worked well together most of the time, with only a few occurrences of communication breakdown or failure to collaborate.	The team worked well together to achieve objectives. Each member contributed in a valuable way to the project.	
<b>Visual aids and images</b>	Visual aids are not used	Visual aids are messy or does not support the presentation	Visual aids are readable and attractive.	
<b>Total</b>				<b>/10</b>



<b>Categories Skill / Proficiency</b>	<b>Level 4  Excellent (4-5)</b>	<b>Level 3  Good (3-2)</b>	<b>Level 2  Acceptable (1)</b>	<b>Student Level / Grade</b>
<b>Research</b>	Formulates a well-constructed and focused research which is relevant to the issue chosen.	Formulates a research which is relevant to the issue chosen but not focused enough to be fully discussed in the report.	Attempts to formulate a research with some relevance to the issue chosen.	
<b>Analysis</b>	Analyses the issue effectively, explaining a range of clear and relevant causes, consequences and course of actions.	Analyses the issue, explaining some causes, consequences and course of actions.	Analyses the issue, identifying some causes, consequences and/or course of actions.	
<b>Effort</b>	Product shows a great amount of time spent and very careful, neat work.	Product shows a good amount of time spent and careful, neat work.	Product shows some amount of time spent and is slightly lacking neatness.	
<b>Originality</b>	Product shows a large amount of original thoughts and critical thinking. Ideas are creative and inventive.	Product shows some original thoughts and critical thinking. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thoughts or critical thinking.	
<b>Number of Resources</b>	Students used 3-5 different resources in their paper.	Students used less than 3 resources in their paper.	Students based their paper on 1 resource, or no resources at all.	
<b>Quality of Resources</b>	All resources used are legitimate and websites end in .org, .gov, .edu as recommended.	Some resources used are legitimate, while others are unofficial blogs, or Wikipedia pages, etc.	Most resources used are illegitimate and non-academic.	
<b>Total</b>				<b>/30</b>



**English**

<b>CRITERIA</b>	<b>EXCELLENT (3/3)</b>	<b>GOOD (2/3)</b>	<b>NEEDS IMPROVEMENT (1/3)</b>	<b>Student Level / Grade</b>
<b>Delivery (Fluency-Eye contact)</b>	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes  Speaks fluently in volume and inflection.	Consistent use of direct eye contact with audience, but still returns to notes  Speaks with satisfactory variation of volume and inflection.	Holds no eye contact with audience, as entire report is read from notes  Speaks in low volume and/ or monotonous tone.	
<b>Content/ Organization</b>	Provides clear purpose and subject; relevant examples, facts, and/or statistics; supports ideas with evidence.	Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports ideas with evidence.	Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas with evidence.	
<b>Pronunciation &amp; Language usage</b>	Demonstrates good and clear pronunciation consistently through good sentence structure with no grammatical mistakes.	Demonstrates acceptable pronunciation with inconsistent clarity through fair sentence structure with some grammatical mistakes.	Demonstrates poor pronunciation which lacks clarity through poor sentence structure with many grammatical mistakes.	
<b>Enthusiasm &amp; Audience awareness</b>	Demonstrates strong enthusiasm about topic during entire presentation	Shows some enthusiastic feelings about topic	Shows no interest in topic presented	
<b>Total</b>				<b>/12</b>