

Group Members: _____

Brochure Guidelines and Rubric

How are we interconnected?

Why are our oceans important?

What problems do our oceans face?

Marine ecosystem in need of protection: _____

(For example, Maine's seacoast, the Great Coral Reef of Australia, Florida Keys, Coastal Alaska, Louisiana, and so forth.)

Your group has been assigned the role of ocean scientists. You are experts who understand marine ecosystems and can help others make decisions about protecting them. Your main task is to analyze the problems of one ocean ecosystem, and consider solutions based on previous interventions and your own novel ideas. Use the following checklist to guide your research:

- An overview of the ecosystem (where it is, what makes it unique from others, a description of the web of life in the ecosystem, and relating living and nonliving factors)
- Background on the problem (when the problem was first identified, how it is measured, and how serious it is)
- Possible reasons for the problem (factors, human and otherwise, supported by data)
- Previous efforts to lessen the problem and those outcomes (who did this and how it worked)
- Newest research into the problem
- Suggestions for helping with the problem

Each member of your group is responsible for choosing **two** of the items above to research and add to the brochure.

Take the information you have gathered, define a clear problem, and develop a proposal for a solution to the United Nations. Summarize your report in a brochure that you will give to the UN delegates to support your oral presentation.

Use the following rubric to assess your group's brochure.

Group Members: _____

Marine ecosystem in need of protection: _____

CATEGORY	4	3	2	1
Ecosystem Content Name of the student responsible for this section: _____	Brochure explains where it is, what makes it unique from others, a description of the web of life in the ecosystem, and relating living and nonliving factors.	Brochure explains where it is and gives a description of the web of life in the ecosystem.	Brochure contains some factual or reasoning errors that make the brochure confusing. Key information may be missing.	Concepts are poorly developed and not interpreted.
Problem Background Content Name of the student responsible for this section: _____	Brochure thoroughly explains the background of the problem (when the problem was first identified, how it is measured, and how serious it is).	Brochure explains the basic background of the problem.	Brochure contains some factual or reasoning errors that make the brochure confusing. Key information may be missing.	Concepts are poorly developed and not interpreted.
Problem Cause Content Name of the student responsible for this section: _____	Brochure thoroughly explains the possible reasons for the problem (factors, human and otherwise, supported by data).	Brochure explains some possible causes of the problem.	Brochure contains some factual or reasoning errors that make the brochure confusing. Key information may be missing.	Concepts are poorly developed and not interpreted.
Previous Efforts Content Name of the student responsible for this section: _____	Brochure thoroughly explains previous efforts to lessen the problem and those outcomes (who did this and how it worked).	Brochure explains some previous efforts to solve the problem.	Brochure contains some factual or reasoning errors that make the brochure confusing. Key information may be missing.	Concepts are poorly developed and not interpreted.
Current Research Content Name of the student responsible for this section: _____	Brochure thoroughly explains the newest research into the problem.	Brochure explains some of the newest research into the problem.	Brochure contains some factual or reasoning errors that make the brochure confusing. Key information may be missing.	Concepts are poorly developed and not interpreted.
Solutions Content Name of the student responsible for this section: _____	Brochure thoroughly explains and develops a proposal for solutions to the identified problem.	Brochure suggests some solutions for alleviating the problem.	Brochure contains some factual or reasoning errors that make the brochure confusing. Key information may be missing.	Concepts are poorly developed and not interpreted.
Knowledge Gained	Students can answer questions related to the facts and interpretations.	Students can answer most questions related to facts and interpretations.	Students can answer questions related to facts, but interpretations are not evident.	Students appear to have little knowledge about the material presented in the brochure.
Writing—Communication	The content matches the goals of the project and is delivered in an effective manner.	Most of the content matches the goals of the project and is delivered in an effective manner.	Some of the content matches the goals of the project though delivery of the material is weak.	Content does not match the goals of the project and is delivered in an ineffective manner.
Writing—Conventions and Spelling	Writing conventions and spelling are correct throughout.	The work shows minor errors that do not interfere with the meaning.	The brochure contains some capitalization or punctuation errors even after feedback.	The brochure contains many capitalization and punctuation errors in the brochure even after feedback.
Appeal and Organization	Graphics and layout support the content and help deliver the desired message.	Graphics and layout generally support the content and help deliver the desired message.	Graphics and layout partially support the content and help deliver the desired message.	Graphics and layout fail to support the content and do not help deliver the desired message.