<table>
<thead>
<tr>
<th>Date submitted:</th>
<th>07/18/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td>Moustafa, Mary</td>
</tr>
<tr>
<td>School:</td>
<td>Conniston Middle School</td>
</tr>
<tr>
<td>Grade:</td>
<td>6, 7 (Regular and gifted/advanced)</td>
</tr>
<tr>
<td>Subject:</td>
<td>General Science</td>
</tr>
<tr>
<td>Title of Project:</td>
<td>Global Warming/Climate Change – The Facts</td>
</tr>
<tr>
<td>Goal of Project:</td>
<td>Become knowledgeable on the most recent research and facts related to global warming.</td>
</tr>
<tr>
<td>What will be done with my students:</td>
<td>A unit on global warming and climate change will include a ppt, short video clips, group discussion, games/hands on activities, possible experiments that demonstrate facts. Community activity ideas will be brainstormed if possible, a research project devised.</td>
</tr>
<tr>
<td>Benefit to my students:</td>
<td>Gifted and advanced students will be persuaded to become part of a vital movement to make a difference in their future. Understanding the magnitude and extent of the problem, along with realistic solutions that involve the student will be emphasized. Specific tasks may include a field trip to the beach to understand dynamics of our encroaching coast line, the assignment of a research paper or project related to the main factors involved, or examination of the effects on wildlife. “Faying” with drain cap labeling off sewer caps. Students will become familiar with the most recent research, ideas, and topics related to climate change allowing them to make informed decisions to make a difference.</td>
</tr>
<tr>
<td>UF connection:</td>
<td></td>
</tr>
<tr>
<td>Other information:</td>
<td></td>
</tr>
</tbody>
</table>