**Using Chemistry to Save the World**

For this short research assignment, you (and a partner if you wish) are going to research a way that chemistry will advance our world and make it a more sustainable place. There are many options, and you can pick any one that you choose.

FORMAT:

You will not be presenting this assignment, it will simply be submitted to Mr. Blaikie. As such, you can use whichever format is most conducive for you to explain your topic. A poster board, a PowerPoint presentation, written answers on a sheet of paper, they are all fair and valid ways to present information.

CONTENT:

There are 3 main questions you must answer in your research project:

1. What is the environmental, social, economic problem that this aspect of chemistry is trying to solve? Explain the problem first.
2. How is this aspect of chemistry going to solve the problem? I want a clear, understandable explanation of the technology that will be used. You must be able to explain what is happening with your topic and how it works.
3. The current state of this technology. It is still very much theoretical? Is it in a research and design phase? It is already out on the open market, but simply needs to be made more readily available?

VISUALS:

As with most projects, some type of visual often makes it easier for the reader, (i.e. me) to understand what are often complex topics. There should be some amount of visuals that are included in this research assignment.

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|  | Outstanding (5) | Excellent (4) | Good (3) | Average (2) | Inadequate (1) |
| Research  X 2 | There is strong evidence of research from multiple sources. Student has a very strong grasp of the topic. | There is strong evidence of research. Student has a strong grasp of the topic. | There is some evidence of research. Student’s understanding of the topic is good, however aspects are lacking. | There is little evidence of research. Student seems unclear about substantial aspects of the topic. | There is no evidence of research. Student has no clear understanding of the topic. |
| Visuals | Visuals appear throughout and help reader understand the topic | Many visuals are present and they help the reader understand the topic somewhat. | Some visuals are included and somewhat help the reader understand the topic. | Some visuals are included, although they do not help the reader. | No visuals are present. |
| Written Expression | There are no sentence spelling errors, nor are there grammatical mistakes. | Students create few sentences with minor errors but meaning is still clear. | Students create some sentences with minor errors, but meaning is still clear. | Students create some sentences that lack meaning and structure. | Students create sentences that lack meaning and structure. |