

# CLIMATE CHANGE COLLECTION SCORECARD

Date: 1/29/05

Reviewer: Ellen DeBacker

Name of resource: What is the Carbon Cycle?

Sponsoring Organization: UCAR

URL: [http://www.ucar.edu/learn/1\\_4\\_2\\_15t.htm](http://www.ucar.edu/learn/1_4_2_15t.htm)

Site Homepage: <http://www.ucar.edu/learn>

RESOURCE WITHIN A SITE? **Y** / N

FOUND THROUGH DLESE? **Y** / N

IF SO, WHICH COLLECTIONS?

RECOMMENDATION YES **YES WITH RESERVATIONS** NO

STARS 1 **2** 3 4 5 (LAME TO STELLAR)

NARRATIVE (USE OTHER SIDE IF NEEDED)

Basically a discussion activity, which would be difficult to lead without more information from the site or a really good understanding of the carbon cycle on the part of the teacher. The information is not very clear, with questions coming to mind about the ocean's role (other than supporting the life in it) in the carbon cycle. That piece was alluded to but not covered or shown in the graphic of the carbon cycle. I had more questions at the end of the reading than understanding of the process. It would help to have a bibliography of places to go for more information. I am also not sure that the activity would help further a student's understanding of the process any better than a straight forward lecture followed by the questions. If the teacher had a strong understanding, the process would probably work.

## INTENDED USE

☐ REFERENCE

☐ COMPUTER ACTIVITY

☒ NON-COMPUTER ACTIVITY

EDUCATOR, LEARNER OR **BOTH** (CIRCLE) IF FOR LEARNER, EVIDENCE IT'S BEEN TESTED? Y / **N**  
**BEGINNER** OR ADVANCED (CIRCLE)

Easily Printed? **Y** / N

## BUGS & TECHNICAL DIFFICULTIES (PROBLEMATIC TO ROBUST)

1 2 3 **4**

COMMENTS Nothing to do but read page as teacher

## SCIENTIFIC ACCURACY- FACTUAL ERRORS/OMISSIONS (NATIONAL ENQUIRER TO NATIONAL GEOGRAPHIC)

1 **2** 3 4

EVIDENCE IT HAS BEEN REVIEWED FOR ACCURACY? Y / **N**

COMMENTS Assumed tested by EPA and UCAR. I had too many questions after reading to feel comfortable with knowing that the scientific accuracy was there.

## PEDAGOGICAL INFORMATION

☐ REFERENCE ONLY

☒ TEACHER GUIDE

☒ MATERIALS LIST

☒ ASSESSMENT STRATEGIES

☒ TIMEFRAME PROVIDED

☒ STANDARDS ALIGNMENT INDICATED

## PROMOTES STUDENT LEARNING (WEAK TO STRONG)

1 **2** 3 4

COMMENTS

Don't feel that students would be able to understand what the cycle was with a class discussion that would inevitably have lots of incorrect information put forward.

## APPROPRIATE/EFFECTIVE MULTIMEDIA DESIGN (WEAK TO STRONG)

1 2 **3** 4

COMMENTS

Ok.

## VISUAL APPEAL (WEAK TO STRONG)

1 2 3 4  
COMMENTS

**TEACHING TIPS:** ANNOTATION DESCRIBING HOW SITE COULD BE USED OR ADAPTED FOR CLASSROOM  
I am leary of the activity leading to solid understanding of the carbon cycle by the students.

**RECOMMENDATION:** ANNOTATION DESCRIBING HOW THE DEVELOPER COULD IMPROVE THE SITE.  
The timeframe given did not match with the procedure, so I am not sure what would be covered by the teacher in the introduction. Is this just a lecture about the carbon cycle? Then what purpose would the brainstorm have? I think maybe it is supposed to be the time needed by the teacher to prepare for the activity.  
Revised 12/3/04