

Name _____ Class _____

Ozone Reduction in the Stratosphere (Report)

Using the Internet, answer the following questions. Employ one or more of the following websites. After you finish answering the questions, please write a report on the reduction on stratospheric ozone. Please refer to the rubric for the length of the report.

http://www.nasa.gov/vision/earth/environment/ozone_resource_page.html

http://www.ucsusa.org/global_warming/science_and_impacts/science/ozone-hole-and-gw-faq.html http://www.ucar.edu/learn/1_6_1.htm

http://www.giss.nasa.gov/research/features/200402_tango/

Explain the function of stratospheric ozone.

Discuss the history behind the ozone “hole”. (scientific discovery, etc.)

Discuss (identify and describe) three contributing factors for the increased emissions of CFC’s.

1.

2.

3.

How does ozone (O_3) interact with CFC’S ($CFCl_3$ and CF_2Cl_2)?

Describe the formation and progression of the Antarctic “hole”.

Explain why the South Pole's atmosphere is impacted more than that of the North Pole.

How are scientists using the data and information from the Antarctic "hole" to estimate its expansion and/or contraction over time?

Discuss the effects of stratospheric ozone reduction on climate.

How does the thinning of the ozone layer impact people?

Identify the actions undertaken to decrease the thinning of the ozone. Explain their progress or lack thereof.

Describe the link between the reduction of the stratospheric ozone layer and global warming.

Compare and contrast the reasons for decreasing stratospheric ozone and its implications to humans.

Websites that were used –

Research Report : Reduction of Stratospheric Ozone

Student Name: _____

Class _____ **Date** _____

CATEGORY	4	3	2	1
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized. 8)
Amount of Information	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Diagrams & Illustrations	Diagrams and illustrations are neat, accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are neat and accurate and sometimes add to the reader's understanding of the topic.	Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the topic.

Points Earned _____ **out of 24** _____ **%**

Comments _____
