Create an informative educational brochure of an Auckland Volcano to persuade your parents to go there on a family trip.

You must include:

* Geological origins of the volcano
* A map of the volcano including natural and cultural features
* Directions describing how to get there from your house
* Benefits to your own and your families well being because of the visit

You may choose ANY Auckland volcano, below see some choices of the volcanoes in Auckland

* North Head
* Mt Victoria
* One Tree Hill
* Rangitoto
* Mt Albert
* Mt Roskill
* Auckland Domain
* Mt Wellington
* MtEden

**Planning - Session 1** - (mind map)

* Use the mind map diagram below to help you plan your informative / educational resource
* Decide on how you are going to present your educational resource
* Start researching
* Please show this to your teacher (Mrs Bartlett Ms Steel, Mr Hishey or Mr Gardi )BEFORE you start on your assignment

 

Below is a list of words/information that needs to be included in your resource.

Check that you have covered all the criteria before handing in your assessment

|  |  |
| --- | --- |
| **Criteria to discuss in educational resource**  | **Tick if done**  |
| Where is NZ in terms of tectonic plates  |  |
| How are volcanoes formed - use the following words and include a diagram Magma pipe, magma chamber, cone, vent, eruption plume |  |
| What kind of volcanoes are there - composite / shield/ cinder / super Describe the differences  |  |
| Describe the differences between volcanoes up in Auckland and volcanes further south  |  |
| Name some New Zealand volcanoes and the effects of their eruptions  |  |
| What Volcano have you chosen to research ? What kind of Volcano is it  |  |
| Where exactly is it in NZ - show this on a map  |  |
| What kind is it ? When did it last erupt ? Is it classified as dormant, extinct or active ?  |  |
| Maori name for your volcano  |  |
| Civil defence- what should people do to be prepared in the event of a volcanic eruption ? What must we do in a volcanic emergency ?  |  |
| Other words that could appear in your informational resource * Mantle
* Magma
* Lava
* Crust
* Igneous
* Sedimentary
* Metamorphic
 |  |
| Visual aids have been included, they are age related. Pictures and diagrams  |  |

 **Session 2:**

* Start the research
* Decide on the volcano
* Start writing

**Session 3:**

* Assessment should be near completion
* Check in with Mrs Bartlett, Ms Steel or Mr Gardi

**Session 4: UPLOAD DAY !!**

* Final Brush up and checking that all criteria are included in the resource
* Check upload can this be opened ?

**TAAB for Year 8 Assessment 1: SCIENCE ONLY**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Science** | **Earth Forms**  | You have identified forms that make up our planet | You have described different forms that make up our planet | You have described, with examples, different forms that make up our planet | You have accurately described, with a variety of examples, different forms that make up our planet |
| **Rocks and Soil**  | You have identified how rocks and soil make up our planet  | You have described how rocks and soil make up and changes our planet | You have described , with examples, how rocks and soil make up and changes our planet | You have accurately described, with a variety of examples, how rocks and soil make up and changes our planet |
| **Accuracy in writing** | You have made errors in grammar, spelling and/or punctuation. These are intrusive and affect meaning | You have made errors in grammar, spelling and/or punctuation. These are intrusive at times, but the reader can infer meaning | You have made some errors, but minimal reader inference is needed.Meaning is consistently clear | You have carefully edited your writing to ensure you have few (or no) intrusive errors.Meaning is consistently clear |
| **Time management** | You have yet to complete and submit your assessment | You have submitted your assessment late  | You have submitted your assessment by the date 27 May  | You have submitted your assessment by the date 27 May  |
| **Overall** | **WORKING TOWARDS Curriculum expectation** | **Working AT curriculum expectation** | **Working ABOVE curriculum expectation** | **Working BEYOND curriculum expectation** |