Critical Thinking Skills

**Conservation: Ocean Water Resources** 

			Reading						
Skills For Critical Thinking			Section 2	Section 3	Section 4	Section 5	Section 6	Section 7	Hands-on Activities
LEVEL 1 Remembering	<ul> <li>List Details/Facts</li> <li>Recall Information</li> <li>Match Vocab. to Definitions</li> <li>Define Vocabulary</li> <li>Label Diagrams</li> <li>Recognize Validity (T/F)</li> </ul>	5555	>>>> >>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>	5 5 <b>X</b> 5	× ×	5 5 5 5	\$ \$ \$ \$	5555	✓ ✓
LEVEL 2 Understanding	<ul> <li>Demonstrate Understanding</li> <li>Explain Scientific Causation</li> <li>Rephrasing Vocab. Meaning</li> <li>Describe</li> <li>Classify Into Scientific Groups</li> </ul>			<b>N</b> N N	55	5 5 5	<i>J</i> <i>J</i>	55	J J J
LEVEL 3 Applying	<ul> <li>Application to Own Life</li> <li>Model Scientific Process</li> <li>Organize &amp; Classify Pacts</li> <li>Use Alternative Research cools</li> </ul>		1	55			<i>J</i> <i>J</i>	5	5555
LEVEL 4 Analysing	<ul> <li>Distinguish Role Meenings</li> <li>Make Inferences</li> <li>Draw Conclusion ased on Facts Provided</li> <li>Classify Based on Facts Researched</li> </ul>		5		1		<i>J</i> <i>J</i>		J
LEVEL 5 Evaluating	<ul> <li>State &amp; Defend Opinion</li> <li>Justify Choices for Research Topics</li> <li>Defend Selections &amp; Reasoning</li> </ul>		✓ ✓	✓ ✓	<i>」</i>	<i>J</i>	1	1	
LEVEL 6 Creating	<ul> <li>Compile Research Information</li> <li>Design &amp; Application</li> <li>Create &amp; Construct</li> <li>Imagine Self in Scientific Role</li> </ul>	<i>√</i>				1		<b>~</b>	* * * *

Based on Bloom's Taxonomy

			<b>V</b> Before You Read NAME:
¢.	2	Ċ	limate Change and Salt Water
• • •	• • 1.	Ciro if it	cle the word <b>TRUE</b> if the statement is TRUE <b>or</b> Circle the word <b>FALSE</b> is FALSE.
•		a)	The greenhouse effect traps heat in Earth's atmosphere.
•		b)	Carbon dioxide is a greenhouse gas. TRUE FALSE
•		c)	Natural gas is a fossil fuel.       TRUE     FALSE
•		d)	When Earth gets warmer, the ocean level drops.
•		e)	Scientists can predict what the orean even village in the year 2100. TRUE FALSE
•		f)	Most of Earth's fresh water is flozen in the polar ice caps.           TRUE         FALSE
•		g)	Rising temperature will cause that salt lakes to get deeper.TRUEFALSE
•		h)	Using gasolings a two releases greenhouse gases. TRUE FALS
• 2. F	Put	a cl	heck mark ( $\checkmark$ ) hext to the answer that is most correct.
c	<b>x)</b>	All (	of these are fossil fuels, <i>except</i>
		0000	<ul> <li>A oil</li> <li>B coal</li> <li>C natural gas</li> <li>D hydrogen gas</li> </ul>
k	)	Whe	ere is most of Earth's salt water?
		0000	<ul> <li>A in lakes</li> <li>B underground</li> <li>C in the oceans</li> <li>D in polar ice caps</li> </ul>

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## Reading Passage NAME: Conservation: What We Can Do

hree problems threaten saltwater resources: climate change, pollution, and overfishing. There are two ways to approach these problems: Governments can make laws that regulate how people treat the ocean and atmosphere, and individuals can make personal choices that help protect the ocean and atmosphere.

Climate change is related to an increased greenhouse effect which is caused by an increase in the atmospheric concentration of greenhouse gases. An important greenhouse gas that people have some control over is carbon dioxide. This is increasing because of the great increase the use of fost nels the 20th and 21st Centuries.

In 1997, representatives of almost 200 cm net in otrie Kyoto, Japan to create a plan to reduce enhouse gas emissions. One goal of the plat w reduce greenhouse gas emissions to a level % lower at is than it was in 1990. It is not clear the successful this plan was in reducing global choose change, but it is certain there will be more such plans in the future. of achiplans turns out to be, the Whatever the succes effect will be very gradual. Even if everyone stopped using fossil fuels tomorrow, climate would continue to change, and polar ice would continue to melt into the oceans for years to come.

NO DUMPING

Individuals can help by using less energy and by using alternative sources of energy. Traveling by almost any other means than by car reduces greenhouse emissions. Choosing appliances, light bulbs, and vehicles that are energy efficient also helps.



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## 3. Answer the questions in complete sentences.

- a) What is the fastest way to increase the population of a fish species that has been greatly overfished?
- **b)** What is the "Great Pacific Garbage Patch"?

## **Extensions & Applications**

Use the graphic organizer to show how pound on complete solutions can be found to the problems caused by the three ocean and gest sted. Describe one solution in each empty box.

Change in the Ocean	Describe Something Governments Could Do That Mould Help.	Describe Something an Individual Could Do That Would Help.
Rising Sea Level	S	
Marine Pollution		
Declining Fish Populations		