

Name: _____

Lab: Emissions Trading MAKEUP ASSIGNMENT

Remember: As per GHHS Policy, you have two days for each day absent to makeup assignments.

What We Did in Class:

Students were told that white clothing was now a pollutant! The amount of pollution was “capped” at two, and students needed to “trade” for more allowances using smarties as currency. This was a demonstration of the cap and trade method of restricting pollution.

Analysis Questions:

Watch the video https://www.youtube.com/watch?v=EKT_ac4LPkU and answer the following

1. Explain the Cap and Trade system as implemented by the United States.

Allowances: The Currency of EPA's Emissions Trading Programs

Refer to the EPA website, <https://storymaps.arcgis.com/stories/105b4cb2a3c3431db297d2db212dcdbb>.

2. What is the benefit of market-based programs to reduce emissions?
3. What is an allowance, as set forth by the EPA?
4. What is CSAPR and what pollutant does it include?
5. Use the map to determine the budget in NC allowed by CSAPR.
6. Explain the example given for New Jersey regarding allowance trading.
7. When did the first EPA emission trading program begin?
8. Using the bar graph provided, calculate the allowance deductions from 2015 to 2020.
9. Identify the facility compliance rate for the CSAPR program from 2015 to 2020.
10. Explain two benefits to the cap-and-trade system for pollution control. (not specifically given on this page, but you can explore more, if needed)
11. Explain two limitations to the cap-and-trade system for pollution control. (not specifically given on this page, but you can explore more, if needed)
12. What have you learned from this makeup lab?