



BIPS Inquiry Unit: "How does where we live impact how we live?"

Project Choice Board Checklist and Assessment – Science project

Name: _____

Science Big Idea: Natural selection is the process in which animals adapt to their environments over a long period of time. Adaptations can be seen in locomotion, mating, collection of resources and defense.

Curricular Goals: Students will create an animal suited to the created environment and explain why the animal is suited for this environment. The student will explain the adaptations their animal uses for mating, defense, movement and the collection of resources.

Project checklist:

- o Describes the climate of the environment (amount of sun, rain, weather patterns, etc...).
- o Describes the plants in the environment.
- o Describes the predators and prey in the environment.
- o Describes the natural features of the environment (water, mountains, etc...)
- o Creates an animal with:
 - o an adaptation for defense (vs environment or other organisms).
 - o an adaptation for movement.
 - o an adaptation for attracting a mate.
 - o an adaptation for getting food and/or water.
- o Diagram of the animal is detailed and labelled.
- o The adaptation descriptions are detailed and show **how each adaptation** helps your animal survive and thrive in their climate zone.

"During class...."

- o I used my time wisely to complete this project on time.
- o I asked for help when needed but was able to work independently on this project.

Self assessment: (circle one and fill in the comment box)

1 = Acquiring 2 = Developing 3 = Refining 4 = Proficient (5 = Extending)

Strengths: I think I did a really good job on... _____

Stretches: I had a hard time with....

To improve I could have ... _____

Teacher assessment:

1 = Acquiring 2 = Developing 3 = Refining 4 = Proficient (5 = Extending)

Comments: _____



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Project Choice Board Checklist and Assessment – Socials project

Name: _____

Social Studies Big Idea: Geographic conditions shaped the emergence of civilizations.

Curricular Goals: For Social Studies, students will be able to demonstrate an awareness of geographic formations and the impact they have on human settlement, an understanding of what goes into a map, and how humans use natural resources.



Project checklist:

"My map of my created civilization..."

- Includes a title
- Includes a legend
- Includes a compass
- Includes a scale
- Shows landforms and natural resources
- Has a picture on the side with labels that show how humans have adapted to live in this climate zone
- A human settlement that makes sense in terms of where it's located on the map (in relation to water, resources, landforms, etc.)

"During class..."

- I used my time wisely to complete this project on time.
- I asked for help when needed but was able to work independently on this project.

Self assessment: (circle one and fill in the comment box)

1 = Acquiring 2 = Developing 3 = Refining 4 = Proficient (5 = Extending)

Strengths: I think I did a really good job on...

Stretches: I had a hard time with....

To improve I could have...

Teacher assessment:

1 = Acquiring 2 = Developing 3 = Refining 4 = Proficient (5 = Extending)

Comments: _____

