

BIPS Inquiry Unit: "How do the Needs of Where We Live Affect How We Live?"

Project Choice Board Checklist and Assessment – Science project

Name: _____

Science Big Idea: The electromagnetic force produces both electricity and magnetism.

Curricular Goals: For science, students will be able to demonstrate an understanding of how electricity is generated in different ways with different environmental impacts. They will also demonstrate the competency of being able to transfer and apply learning to new situations.



Project checklist:

"My pamphlet on an energy source for my civilization..."

- o Lists what energy needs my civilization has (transportation, industry, personal use, etc).
- o Describes how the type of energy you chose is produced.
- o Describes the pros of the energy source.
- o Describes the cons of the energy source.
- o Describes how energy is transmitted to areas of need (words and diagram).
- o Describes the environmental impact of the energy production and transmission, including effect on climate change and global warming.
- o Explains why my choice in energy generation makes sense for my island, natural resources on my island and needs of my civilization.
- o Includes a Bibliography/References page.
- o Is neat, organized, and easy to read.
- o Is detailed.

"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 = Mastering (5 = Extending)

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

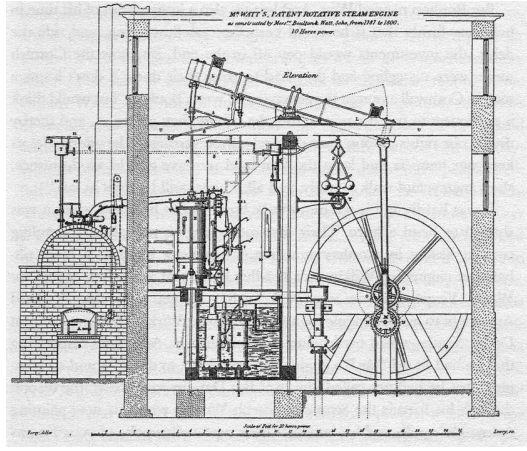
Stretches: I had a hard time with....

To improve I could have ... _____

Teacher assessment:

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

Comments: _____



BIPS Inquiry Unit: "How do the Needs of Where We Live Affect How We Live?"

Project Choice Board Checklist and Assessment – Socials project

Name: _____

Social Studies Big Idea: Cultural practices that emerged during this period have endured and continue to influence people.

Curricular Goals: For Social Studies, students will be able to demonstrate a knowledge of the developments of ancient civilizations in the area of science, technology and philosophy, and will demonstrate an understanding of how these developments were historically significant.



Project checklist:

"My report on the developments/inventions of the ancient civilizations..."

- o Fully describes at least 3 developments/inventions from an ancient civilization (up to 700 CE). (Well researched, accurate, and detailed.)
- o Explains what the development is and how people used it.
- o Explains how this development/invention changed daily lives.
- o Explains if the invention still exists today and what it looks like.
- o Explains the inventions' historical significance.
- o Includes labelled pictures for each development.
- o Is neat, coloured, organized, and easy to read.
- o Has been checked for errors in spelling, grammar, and punctuation.
- o Includes a Bibliography/References page.

"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: _____



