**Science 4 ‘Create an Animal in a Local Habitat’**

Student Name:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Curricular Comp. | A Start | Getting There | Got It | Wow |
| Questioning and Predicting: Demonstrate curiosity about the natural world (Planning) |
| -shows clear connection to existing animal by specifying which animal inspires them within our natural local habitat | -not able to select an animal that belongs in a local habitat | - able to choose an animal and a habitat with some assistance | - able to choose a biome and/or animal using classroom resources | -independently uses resources to research favorite animal; helps others become inspired |
| -shows similarities and differences between natural and created animal | -shows one similarity and difference in Venn Diagram | -shows two similarities and differences in Venn Diagram | -shows three or more similarities and differences in Venn Diagram | -shows several similarities and differences in Venn Diagram |
| -describe a local habitat such as forest, lake, river, mountain, ponds in bullet form with drawing and labels | -not complete; may only show one of six key aspects effectively | -partially complete; shows three/four of six aspects or some aspects are not accurate | -shows six aspects and is accurate | -shows six aspects and may add one; shows depth of understanding in sketches or labels |
| Applying and Innovating: Transfer and apply learning to new situation (Creating) |
| -identifies five structures and functions of created animal-describes behavioural adaptation-describes structural adaptation | -partially complete; may be missing three or more senses-description of behavioural and/or structural adaptation may be confusing | Partially complete; may be missing one/two senses-may have clear description of at least one adaptation | -generally complete; may be missing one sense-has a clear description of both adaptations | accurate and precise; makes no errors or omissions in describing five senses –has a very clear and insightful description of both adaptations |
| Communicating: Represent and communicate ideas in a variety of ways; diagrams/labelling; (Poster) |
| -uses five clear labels | -labels are hard to read | -labels are somewhat clear | -all labels are clear | -all labels are clear and attractive |
| -uses draft versions to create illustrations | -doesn’t use draft versions | -with ongoing assistance will create drafts | -creates drafts; will make improvements based on feedback | -independently creates draft versions and seeks input |
| -illustrations of local habitat are accurate and complete with six aspects | -illustrations may not clearly show the chosen habitat | -illustrations are somewhat specific to habitat | -illustrations are specific to habitat | -illustrations are thorough and show complexity  |
| Aboriginal Content: Describe the interconnectedness of living things and the need to care for them (Oral Pres) |
| Articulates what the animal needs to flourish: -clean water-food-shelterArticulates possible dangers to animal-overhunting/environmental damage-makes reference to favorite Aboriginal tale | -incomplete; may only mention one of three needs-may need direct assistance describing danger to animal | -partially complete; may mention two of three needs-with some prompting can describe danger to animal using one specific environmental problem | -complete; describes three needs-can describe danger to animal with reference to one or more specific environmental problems | -thorough; describes three needs-with detail describes danger to animal with reference to two or more specific environmental problems |
| Articulates what humans need to do to care for habitat:-keep water source clean-resource management | -may not be able to give examples of human responsibility to the environment | -gives one example of human responsibility to the environment | -gives two or more examples of human responsibility to the environment | -gives three or more examples of human responsibility to the environment |