

Extreme Environments Research Project

1. What is it?

The extreme environment research project is an opportunity for students to research and display information about extreme environments. The project consists of 7 information index cards and 8 diagram index cards. For each of the following topics there will be two index cards (one information and one diagram): Space, Desert, Underwater, Volcanoes, Arctic, Exploration Technologies and Canada's Contribution to Exploration of Extreme Environments. The final index card diagram is a title card. Information will be gathered from a variety of sources including: the internet, the Science Probe 6 textbook and other books. The information cards will be completed in a keyword outline paragraph format.

Learning Outcomes:

- I can assess technologies used for extreme environments (Science)
- I can describe contributions of Canadians to exploration technologies (Science)
- I can use strategies after writing to improve my work (Language Arts)
- I can create meaningful visual representations to communicate information relevant to the topic (Language Arts)
- I can create informational writing on a specific topic (Language Arts)

2. How will the learning be assessed?

This project acts as a final assessment for the Exploring Extreme Environments unit. Marks from this project will be represented in both Language Arts and Science. The expectations for the project are as follows:

Must Haves:

- HOW (Heading, Organized, Written Neatly)
- Good Copy Format (Written or Typed)
- Keyword Outlines and Rough Copies of paragraphs
- Displayed as per the samples in a vertical display

Information Index cards:

- Paragraph format (topic, concluding sentences, at least 5 supporting details)
- 3 Dress-ups per paragraph
- Edited for spelling, punctuation and capitals

Diagram Index Cards:

- The mark will be based off of the following criteria:
 - Represents the scientific idea clearly
 - Effort and attention to detail

Project Assessment

	C-	C	C+	B	A
Meaning	<ul style="list-style-type: none"> -Unclear purpose, no focus -Few details (repetitive or irrelevant) -Illustration unrelated to topic 	<ul style="list-style-type: none"> -Focus of paragraphs wander -Multiple errors in factual accuracy (may include irrelevant information) -Illustrations show basic understanding of the topic (may not be fully related to topic) 	<ul style="list-style-type: none"> -Paragraphs are mostly focused (one or two areas may not be fully clear) -Mostly accurate (1 or 2 may have more than a few errors) -Illustrations show some understanding of the topic (may be minor errors) 	<ul style="list-style-type: none"> -Paragraphs are generally focused and clear -Generally accurate (minor errors) -Illustrations demonstrate the topic 	<ul style="list-style-type: none"> -Paragraphs focused around a clear purpose -Information is well chosen (may be drawn from more than one source) -Illustrations creatively demonstrate the topics
Style, Form, Conventions	<ul style="list-style-type: none"> -Simple, repetitive language -Topic sentence missing or incorrect -Concluding sentence missing or incorrect -Frequent errors 	<ul style="list-style-type: none"> -Language is simple and vague -Topic sentence is unclear -Concluding sentence is unclear -Multiple noticeable errors (interfere with meaning) 	<ul style="list-style-type: none"> -Language is generally clear (one or two areas may be vague) -Topic sentence is general -Concluding sentence is general -Some errors 	<ul style="list-style-type: none"> -Language is clear -Topic sentence sets up topic -Concluding sentence sums up the topic -Few errors (these do not interfere with meaning) 	<ul style="list-style-type: none"> -Language is clear and precise -Topic sentence creatively sets up the topic -Concluding sentence creatively sums up the topic -Sense of control

