**Option 1**

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| Assessment Task : Science Term 2 2017How the adaptations of living things allow them to survive in different environments. |
| **Class -** | **Name -**  |
| **Date Given -** | **Due Date -**  |
| During Term 2 we have been learning about adaptations and how they assist animals and plants to survive in various environments. We have worked towards developing the following deeper understandings:* Living things have adaptations that help them survive in their environment.
* There are different types of adaptations: Structural (physical features), Functional (how their body works), Behavioural (what they do) and Reproductive (how they reproduce)
* Identifying adaptations and explaining how they assist animals and plants to survive in their environment. (Making links between an adaptation and its purpose for survival)
* How animal and plant adaptations have inspired human technological advances.
* How humans are impacting the adaptations required by plants and animals.

**TASK: Research a living thing (animal or plant) and the Biome in which it lives providing evidence of the adaptations needed to survive there.** **Create a model or drawing of this Biome and Living Thing.** To be successful you will need to: * Create(draw or make a model) and explain an environment (Biome) and its features.
* Choose an animal/plant that has several different adaptations that allow it to survive in this environment (Biome).
* Explain the adaptations and describe how they allow it to survive in this environment.
* Consider how changes to that environment (Biome) might affect the animal/plant. Give at least 3 examples.
* Describe how your animal’s adaptations could inspire human inventions.
* Complete the provided retrieval sheet to explain your drawing or model.

Please read the attached criteria sheet carefully so that you know how you will be marked.  |

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| Assessment Task Retrieval Sheet | Name |
| **Animal/Plant**:Diagram with adaptations explained |

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| Assessment Task Retrieval Sheet | Name |
| **Biome**Description:Locations: (you can include a map here)Features: |

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| Assessment Task Retrieval Sheet | Name |
| **Consider how changes to that environment (Biome) might affect the animal/plant. Give at least 3 examples.** **How could your animal’s adaptations inspire other human inventions to help humans to live in their environment? e.g. the Gecko has self-cleaning skin.. Now scientists are inventing self-cleaning fabric.**  |

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| **Term 2 Science Unit - Adaptations of Living Things** | **Name:** |
| **#Research a living thing (animal or plant) and the Biome in which it lives providing evidence of the adaptations needed to survive there.****#Short response written test.** | **Date:****Date:** |
|  | **A** | **B** | **C** | **D** | **E** |
| **Understanding Dimension** | **Science Understanding****Biological Sciences** Living things have structural features and adaptations that help them to survive in their environment. | -Clear and detailed description of types of adaptation. -Clear and detailed description of specific Biomes. | -Description of types of adaptation with some explanation.- Description of types of Biomes with some explanation. | -Simple description of types of adaptation. -Simple description of types of Biomes.  | -Limited description of types of adaptation.-Limited description of types of Biome. | -Required assistance to describe adaptations.-Required assistance to describe Biomes. |
| -Comprehensive and insightful explanation of how Adaptations assist survival. -Comprehensive and insightful explanation of how Adaptations and Biomes are linked. | -Thorough explanation of how Adaptations assist survival. -Thorough explanation of how Adaptations and Biomes are linked. | -Explanation of how Adaptations assist survival. -Explanation of how Adaptations and Biomes are linked. | -Limited explanation of how Adaptations assist survival. -Limited explanation of how Adaptations and Biomes are linked. | -Explanation of how Adaptations assist survival was missing or required assistance.-Explanation of how Adaptations and Biomes are linked was missing or required assistance. |
| **Science as a Human Endeavour** | Scientific knowledge is used to inform personal and community decisions. | Can identify and describe scientific developments which have been informed by animal/plant adaptations. Provides details about how scientists can use knowledge of animal/plant adaptations.  | Can identify and describe scientific developments which have been informed by animal/plant adaptations.  | Can identify scientific developments which have been informed by animal/plant adaptations.  | Statements about the links between scientific development and animal/plant Adaptations were limited. | Statements about how scientists use knowledge of animal/plant adaptations were missing or developed with assistance.  |
| **Skills Dimensions** | **Communicating** Communicate ideas, explanations and processes in a variety of ways, including multi-modal texts. | Clear, coherent and purposeful use of appropriate scientific language to communicate ideas.  | Clear and purposeful use of appropriate scientific language to communicate ideas. | Use of appropriate scientific language to communicate ideas. | Used aspects of appropriate scientific language to communicate ideas. | Required assistance and prompting to communicate ideas.  |
| Precise, well detailed, labelled diagram of animal/plant. | Labelled diagram of animal/plant with some detail. | Labelled diagram of animal/plant. | Diagram or labelling of animal/plant was incomplete. | Required assistance to/did not produce a labelled diagram of an animal/plant. |
| Feedback: |  |  |
| Overall Grade: |