Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_ Blk: \_\_\_

**Investigating Human and Animal Eyes Assignment**

**Assignment**: You will choose an animal, and create a poster that explains the differences and similarities between the eyes and vision of humans and a specific animal.

**I will be comparing the human eye and the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_eye** *(your animal).*

**On your poster, you need to include the following information:**

* How does human vision work?
* What is the anatomy of the human eye? Include diagrams!
* What animal did you choose? Why? How does their vision work?
* What are the similarities and differences between human and animal eyes and your specific animal’s eye?
* How can you display the comparison between the human and animal eyes in an interesting way?
* **Big Question:** How has the structure of human and animal eyes influenced how each live?

**In order for your assignment to be submitted, it must also meet the following criteria before it will be marked:**

* Free of spelling and grammar errors; written neatly in blue or black ink or typed.
* Includes a title, name, date, and block.
* Research is organized and clearly presented in an engaging poster format.
* Poster must include labeled colour diagrams of the anatomy of *both* human and animal eyes.
* All information is written in your own words.
* **YOU MUST INCLUDE A LIST OF SOURCES ON THE BACK OF YOUR POSTER.**

-APA format, listed alphabetically, neat (*we will learn how to do this in the Library*)

-NO Wikipedia allowed!!!



**Assessment Criterion**

**Criterion A: Knowing and understanding**

|  |  |
| --- | --- |
| **Achievement level** | **Level descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student is able to: * **recall** scientific knowledge
* apply scientific knowledge and understanding to **suggest solutions** to problems set in **familiar situations**
* **apply** information to make **judgments**.
 |
| 3-4 | The student is able to: * **state** scientific knowledge
* apply scientific knowledge and understanding to **solve problems** set in **familiar situations**
* **apply** information to make **scientifically supported judgments**.
 |
| 5-6 | The student is able to: * **outline** scientific knowledge
* apply scientific knowledge and understanding to **solve problems** set in **familiar situations** and **suggest solutions** to problems set in **unfamiliar situations**
* **interpret** information to make **scientifically supported judgments**.
 |
| 7-8 | The student is able to: * **describe** scientific knowledge
* apply scientific knowledge and understanding to **solve problems** set in **familiar and unfamiliar situations**
* **analyse** information to make **scientifically supported judgments**.
 |

**Criterion D: Reflecting on the impacts of science**

|  |  |
| --- | --- |
| **Achievement level** | **Level descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student is able to: * document sources, **with limited success**.
 |
| 3-4 | The student is able to: * **sometimes** document sources **correctly**.
 |
| 5-6 | The student is able to: * **usually** document sources **correctly**.
 |
| 7-8 | The student is able to: * document sources **completely**.
 |

**Criteria Command Terms**

|  |  |
| --- | --- |
| **Analyze** | **Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.** |
| **Apply** | **Use knowledge and understanding in response to a given situation or real circumstances. Use an idea, equation, principle, theory or law in relation to a given problem or issue.** |
| **Describe** | **Give a detailed account or picture of a situation, event, pattern or process.** |
| **Interpret** | **Use knowledge and understanding to recognize trends and draw conclusions from given information.** |
| **Outline** | **Give a brief account.** |
| **Recall** | **Remember or recognize from prior learning experiences.** |
| **Solve** | **Obtain the answer(s) using algebraic and/or numerical and/or graphical methods.** |
| **State** | **Give a specific name, value or other brief answer without explanation or calculation.** |
| **Suggest** | **Propose a solution, hypothesis or other possible answer.** |