** Aboriginal Structures Group Project**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **4- Excellent** | **3 – Good** | **2 – Basic** | **1 – Not meeting** |
| **Understands and makes connections between concepts** | -Students can list different types of structures, identify advantages and disadvantages and independently make meaningful connections to explain why and when specific structures were used in Aboriginal society.    -Students can list types of fasteners, advantages and disadvantages of each, and distinguish between fasteners used today versus the fasteners used in Aboriginal Society and why they were used. | -Students can identify the different types of structures, identify the advantages and disadvantages and with minimal support show how the different types were applied in Aboriginal structures.  -Students can list fasteners, advantages and disadvantages, and distinguish between the fasteners used today versus the fasteners used in Aboriginal Society. | -Students can list the different types of structures and identify the advantages and advantages of each structure.  -Students can list the different types of fasteners and the disadvantages and advantages of each. | -Students can list the different types of structures but need support to demonstrate the advantages and disadvantages between each structure. |
| **Analyzes and solves problems through scientific reasoning** | -Students were able to make fine distinctions in the planning, designing, and construction through problem solving to create a stable, authentic Aboriginal dwelling. | -Students were able to create a well- developed plan to construct their dwelling by using a variety of problem solving techniques with minimal support. | - Students were able to plan and design their structure but needed support in the construction of their dwelling. | -Students needed support in either the planning, design or construction of the structure. |
| **Explores scientific events and issues in society and the environment** | -Students were able to make thorough and distinct connections on how the design of Aboriginal dwellings led to the design of structures used in today’s society.  -Students were able to thoroughly analyze and appreciate connections that forces can have on a dwelling and how the Aboriginal society built their dwellings to withstand these forces. | -Students were able to make meaningful connections on how the design of Aboriginal dwellings led to the design of structures used in today’s society.  -Students were able to identify connections between Aboriginal and modern design and structure. They were able to make a variety of connections between the types of forces in the environment and how the Aboriginal society built their dwellings to withstand the forces. | -Students can make predictable connections on how the design of Aboriginal dwellings led to the design and structures used in today’s society.  -Students were able to reasonably identify and analyze connections between Aboriginal and modern design and structure. They were able to make adequate connections between the types of forces in the environment and how the Aboriginal people compensated to withstand these forces. | - Students were unable to make meaningful connections on how the design of Aboriginal dwellings led to the design and structures used in today’s society.  -Students made limited connections on how their Aboriginal people built their structures to withstand forces. |
| **Demonstrates skills for communication** | -Students were able to demonstrate an excellent ability to utilize the scientific method when communicating the information learned about structures and forces in their Aboriginal group.  -Students were able to explain with precision and thoroughness the issues in the construction and defend their plan in the final creation of their prototype. | -Students were able to use a variety of scientific language to communicate the information learned about structures and forces in their Aboriginal group.  -Students were able to provide in-depth explanation of the issues that arose during the construction of their prototype. They were able to explain their building choices. | -Students were able to demonstrate a basic ability to utilize the scientific method to communicate the information learned about structures and forces in their Aboriginal group.  -Students were able to adequately explain their issues in construction but provided simplistic methods used to solve these issues. | -Students were unable to communicate the information learned about structures and forces in their Aboriginal group.  -Students were able to explain their issues in construction but provided limited explanation as to how they solved their issues in construction. |