



North Kingstown High School Anchor Assignment Assessment Plan

Department: Science

Name of Course: Comparative Anatomy

“Title” of Anchor Assignment

What are students asked to do/create/write/present to complete this assignment?

QUARTER PROJECT COMPARATIVE ANATOMY

1. CHOOSE ANY ORGANISM FROM THE ANIMAL KINGDOM FOR THIS PROJECT. YOU ARE NOT RESTRICTED TO VERTEBRATE CLASSES (Sign up Sheet)
2. RESEARCH THIS ORGANISM USING THE INTERNET, FIELD GUIDES, BOOKS, JOURNALS, OR VIDEOS.
3. PREPARE A 2-PAGE SUMMARY OF YOUR ORGANISM INCLUDE:
COMMON NAME
SCIENTIFIC NAME
PHYSICAL CHARACTERISTICS
ONE OR MORE IMAGES
GEOGRAPHIC DISTRIBUTION
NICHE
NATURAL COMMUNITY SIZE
ECONOMIC IMPORTANCE
LEGAL STATUS
BIBLIOGRAPHY (3 SOURCE TYPES)
4. CREATE A STUDENT-MADE REPRESENTATION OF YOUR ORGANISM. THIS COULD BE ANY OF THE FOLLOWING
DRAWING SCULPTURE POEM
CHART SONG MOBILE
DIORAMA FLIP BOOK GAME
PUPPET COLLAGE STORY
DISPLAY PAPER MACHE COSTUME

EDIBLES

PAINTING

VIDEO

5. PRESENTATION TO CLASS – SHOULD INCLUDE ALL INFO FROM THE PAPER, AND AN EXPLANATION OF HOW THE VISUAL REPRESENTS THE ORGANISM

VALUE: 1 TEST GRADE

PAPER 50%

VISUAL 25%

PRESENTATION 25%

DUE DATE:

GSE(s) Covered by this Assignment:

GSE'S: W8 Informational writing, using elaboration strategies

GSE'S LS1 Living organisms have identifiable structures and characteristics that allow for survival

LS3 Groups of organisms show evidence of change over time

NKHS Expectation(s) for Student Learning Covered by this Assignment:

NKHS EXPECTATIONS: #4 Written Communication

Depth of Knowledge (Check one)

_____ **Level 1**- Recall of Information - requires the student to write or recite simple facts. Does not include complex synthesis or analysis, but basic ideas. Level 1 requires students to demonstrate a rote response, perform a well-known algorithm, follow a set procedure (like a recipe), or perform a clearly defined series of steps.

_____ **Level 2**- Basic Reasoning- requires some mental processing, connecting ideas using a simple organizational structure. At this level, students are engaged in first draft writing for a limited number of purposes and audiences; Keywords that generally distinguish a Level 2 item include “classify,” “organize,” “estimate,” “make observations,” “collect and display data,” and “compare data.” These actions imply more than one step.

 X **Level 3**- Complex Reasoning- requires some higher level mental processing. Students are developing multi-paragraph compositions that may include complex sentence structures or demonstrate some

synthesis and analysis. The cognitive demands at Level 3 are complex and abstract. The complexity does not result from the fact that there are multiple answers, a possibility for both Levels 1 and 2, but because the task requires more demanding reasoning.

_____ **Level 4- Extended Reasoning-** Higher-level thinking is central to this level. Multi-paragraph compositions demonstrate synthesis and analysis of complex idea or themes and evidence of a deep awareness of purpose and audience. Level 4 activities include designing and conducting experiments; making connections between a finding and related concepts and phenomena; combining and synthesizing ideas into new concepts; and critiquing experimental designs.

Is proficient completion of this assignment required for the e-Portfolio? Yes _____ No X

How will this anchor assignment be graded and weighed in the overall grading?

One Test Grade (100 points)

Outline the opportunities for students to revise their work.

N/A
