The Science Game

The Task

Prepare a science game that covers all four units of the course. The game should be fun, include a variety of questions, and cover the content of the course. Questions should be based on the topics we covered in class and the amount of questions on a topic should reflect the amount of class time spent on the topic.

Instructions

Students will work in groups of four. Each student will create 20 questions **in total** (5 from each strand): ecosystems, chemistry, electricity, and astronomy. These questions **with answers** will be submitted to the teacher for evaluation. The group will choose questions from this pool to use in their game. Remember the questions should reflect what was covered in class, have only one possible answer and test students knowledge, problem solving and communication skills. Varying the difficultly of questions will ensure a better mark.

Groups will have some time in class and should set aside some time outside of class to create the game. The group will assemble the problems into a game that will be played as part of the review for the final exam. The format of the game is flexible, but students should be able to complete the game in a time span of 30 minutes, have fun and learn at the same time.

Possible Ideas for the Game

- Card game
- Board game
- Computer game

- Game show
- Treasure hunt
- Other (subject to approval)

Group Members   ### Contact Info

1) _____   _____

2) _____   _____

3) _____   _____

4) _____   _____

Questions Due Date: _____

Game Due Date: _____

The Science Game Evaluation Rubric
MUST BE HANDED IN WITH PROJECT

	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding **/20** **Individual**	☐ Provides limited answers and does not include required information	☐ Provides some accurate answers and includes some required information	☐ Provides considerable and accurate answers and most required information	☐ Provides thorough and accurate answers and complete required information
	☐ Includes few key concepts from the unit	☐ Includes some key concepts from the unit	☐ Includes many key concepts from the unit	☐ Thoroughly Includes many key concepts from the unit
Thinking/Inquiry **/20**	☐ Few questions are chosen which produce solutions that range in difficulty and allow students to thoroughly practice all problem solving skills that are essential for the course.	☐ Some questions are chosen which produce solutions that range in difficulty and allow students to thoroughly practice all problem solving skills that are essential for the course.	☐Many questions are chosen which produce solutions that range in difficulty and allow students to thoroughly practice all problem solving skills that are essential for the course.	☐ A variety of questions are chosen which produce solutions that range in difficulty and allow students to thoroughly practice all problem solving skills that are essential for the course.
Communication **/20**	☐ Few solutions are clearly organized with correct use of units and formulas.	☐ Some solutions are clearly organized with correct use of units and formulas.	☐ Most solutions are clearly organized with correct use of units and formulas.	☐Solutions are clearly organized with correct use of units and formulas.
	☐ Presents information with limited precision of language; many spelling and grammatical errors	☐ Presents information with some precision of language; few spelling and grammatical errors	☐ Presents information with considerable precision of language; good spelling and grammar	☐ Presents information with thorough precision of language; ideas are presented clearly and concisely; excellent spelling and grammar
Application/ Making Connections **/40**	☐ Game design is fun, original, attractive and little effort is evident in its construction.	☐ Game design is fun, original, attractive and some effort is evident in its construction.	☐ Game design is fun, original, attractive and effort is evident in its construction.	☐Game design is fun, original, attractive and much effort is evident in its construction.
	☐ Game design is logical and there is a purpose to the game. Rules are not very clear and easy to understand.	☐ Game design is logical and there is a purpose to the game. Rules are somewhat clear and easy to understand.	☐ Game design is logical and there is a purpose to the game. Rules are usually clear and easy to understand.	☐ Game design is logical and there is a purpose to the game. Rules are clear and easy to understand.
Level: 0	1- 1 1+	2- 2 2+	3- 3 3+	4- 4 4+

GROUP MEMBER	INDIVIDUAL MARK (/20)	GROUP MARK (/80)	OVERALL MARK (/100)