# ***SBI4U –Biology R.A.F.T. Project***

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| R | ROLE | Identify the role that you are going to take. |
| A | AUDIENCE | Select the audience you want to address. |
| F | FORMAT | Choose the format you wish to use. |
| T | TOPIC | Define the topic to be explored. |

**Select your R.A.F. T. components from the chart below.**

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| Role | **Audience** | **Format** | **Topic** |
| * Student * Citizen * Science Fair Participant * Athlete * Scientist * Coach * News Anchor * Pharmacist * Other:   \_\_\_\_\_\_\_\_\_\_\_  *Teacher approval is required prior to starting your project. Have your teacher go over your selections and sign below.*    *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Teacher’s Signature* | * Family * Funding Agency * Students * General Public * Government * Potential Employer * Scientists * Other   \_\_\_\_\_\_\_\_\_\_\_\_ | * Pamphlet * Letter * Speech * Screen Play * Radio Broadcast * Newspaper Article * Prezi * PowerPoint * Town Hall Debate * Other:   \_\_\_\_\_\_\_\_\_\_\_\_ | Choose a topic from the **Homeostasis (nervous system)** unit (STSE component) below. Your goal is to:  **E1.1 assess, on the basis of findings from a case study, the effects on the human body of taking chemical substances to enhance performance or improve health (e.g., the risks and benefits of taking large quantities of vitamins or amino acids; the effects on the human body of sub- stances that people use to cope with stress)**   * The use of steroids by professional athletes and how they improve performance * Long-term effects of marijuana and if it is a good idea for it to be legalized * The connection between alcohol intake and function of the nervous system. Is some alcohol “good” for you? |

For any of the topics provided (or one approved by the teacher) you will need to submit an outline of your project prior to beginning the final draft

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| SBI4U – Biology (S.T.S.E. component) | | | | | | | |
| **R.A.F.T. Project Marking Guide** | | | | | | | |
| **This form must be submitted with your finished project on the specified due date.** | | | | | | | |
| Names of team members: | | | | | | | |
|  | Level 0  <50% | Level 1  50-59% | Level 2  60-69% | Level 3  70-79% | | Level 4  80-100% | Mark |
| Application | All aspects of the project have not been completed with the role, audience, and format poorly defined and an insufficient depth of information provided. | All aspects of the project have been completed with the role, audience, and format minimally defined and a minimal depth of information provided. | All aspects of the project have been completed with the role, audience, and format fairly well defined and a fair depth of information provided. | All aspects of the project have been completed with the role, audience, and format well defined and a good depth of information provided. | | All aspects of the project have been completed with the role, audience, and format very clearly defined and an excellent depth of information provided. | /12 |
| Communication | 1. >4 spelling  errors.  2. Very poor  grammar.  3. No / Poor graphics (where  applicable)  4. Very poor  clarity of ideas/  issues. | 1. 3-4 spelling  errors.  2. Poor use of  grammar.  3. Minimal  graphics (where  applicable)  4. Some clarity of  ideas/ issues. | 1. 1-2 spelling  errors.  2. Fair use of  grammar.  3. Fair quality  graphics (where  applicable)  4. Fair clarity of  ideas/ issues. | 1. Zero Spelling  errors.  2. Good use of  grammar.  3. Good quality  graphics (where  applicable)  4. Good clarity  of ideas/ issues. | | 1. Zero spelling  errors.  2. Excellent  grammar.  3. Excellent  graphics (where  applicable)  4. Excellent  clarity of ideas/ issues. | /12 |
| Knowledge | A poor depth of knowledge has been demonstrated with significant factual errors. | A limited depth of knowledge has been demonstrated with some minor factual errors. | A fair depth of knowledge has been demonstrated with very minor factual errors. | A good depth of knowledge has been demonstrated with no factual errors. | | An excellent depth of knowledge has been demonstrated with no factual errors. | /12 |
| Thinking / Inquiry | Project is very poorly laid out with definitions and examples poorly presented in a manner that would not achieve the goals of gaining the audience’s attention and educating the said audience. | Project is not very clearly laid out with definitions and examples presented in an uninteresting and uninformative manner that would likely fail to catch the attention of and educate the intended audience. | Project is fairly clear in its layout t with definitions and examples presented in a somewhat interesting and informative manner that would catch the attention of and educate at least some of the intended audience. | Project is clearly laid out with definitions and examples presented in an interesting and informative manner that would catch the attention of and educate the intended audience. | | Project is very clearly laid out with definitions and examples presented in a very interesting and informative manner that would catch the attention of and educate the intended audience. | /12 |
| Comments: | | | | | Total Mark:  /48 | | |