

## UNIT 4: ANIMAL KINGDOM

STUDENT:	GROUP:			Total
<b>Vocabulary</b>	2 Knowledge of 95-100% of these words: vertebrates, invertebrates, multicellular, eukaryotic, fish, amphibian, reptiles, birds and mammals, dry, scaly skin, fur, mammary glands, gills, cold blooded, warm blooded, feathers and wings, beaks, lay eggs, moist slimy skin, chameleon, jack mackerel, frog, giraffe, king fisher, worms, cnidarians, tube-shaped, limbs, calcareous, hydra, spicule, anemone, molluscs, echinoderms, arthropods, shell,	1.5 Knowledge of 75-94% of these words: vertebrates, invertebrates, multicellular, eukaryotic, fish, amphibian, reptiles, birds and mammals, dry, scaly skin, fur, mammary glands, gills, cold blooded, warm blooded, feathers and wings, beaks, lay eggs, moist slimy skin, chameleon, jack mackerel, frog, giraffe, king fisher, worms, cnidarians, tube-shaped, limbs, calcareous, hydra, spicule, anemone, molluscs, echinoderms, arthropods, shell,	1 Knowledge of 50-74% of these words: vertebrates, invertebrates, multicellular, eukaryotic, fish, amphibian, reptiles, birds and mammals, dry, scaly skin, fur, mammary glands, gills, cold blooded, warm blooded, feathers and wings, beaks, lay eggs, moist slimy skin, chameleon, jack mackerel, frog, giraffe, king fisher, worms, cnidarians, tube-shaped, limbs, calcareous, hydra, spicule, anemone, molluscs, echinoderms, arthropods, shell,	0.5 Knowledge of less than 49% of these words: vertebrates, invertebrates, multicellular, eukaryotic, fish, amphibian, reptiles, birds and mammals, dry, scaly skin, fur, mammary glands, gills, cold blooded, warm blooded, feathers and wings, beaks, lay eggs, moist slimy skin, chameleon, jack mackerel, frog, giraffe, king fisher, worms, cnidarians, tube-shaped, limbs, calcareous, hydra, spicule, anemone, molluscs, echinoderms, arthropods, shell,

	<p>mussel, urchin, endoskeleton, exoskeleton, appendages, starfish, crab, squid, racoon, sardine, sea cucumber, jellyfish, tuna, shrimp, clam, fly, sea anemone, grasshopper, sponge, turtle, toad, salamander, cow, stag beetle, sheep, bee, scales, dorsal fin, pectoral fin, binomial nomenclature, poachers and cattle herders, gorilla</p> <p>*Add vocabulary from the students' projects</p>	<p>mussel, urchin, endoskeleton, exoskeleton, appendages, starfish, crab, squid, racoon, sardine, sea cucumber, jellyfish, tuna, shrimp, clam, fly, sea anemone, grasshopper, sponge, turtle, toad, salamander, cow, stag beetle, sheep, bee, scales, dorsal fin, pectoral fin, binomial nomenclature, poachers and cattle herders, gorilla</p> <p>*Add vocabulary from the students' projects</p>	<p>mussel, urchin, endoskeleton, exoskeleton, appendages, starfish, crab, squid, racoon, sardine, sea cucumber, jellyfish, tuna, shrimp, clam, fly, sea anemone, grasshopper, sponge, turtle, toad, salamander, cow, stag beetle, sheep, bee, scales, dorsal fin, pectoral fin, binomial nomenclature, poachers and cattle herders, gorilla</p> <p>*Add vocabulary from the students' projects</p>	<p>mussel, urchin, endoskeleton, exoskeleton, appendages, starfish, crab, squid, racoon, sardine, sea cucumber, jellyfish, tuna, shrimp, clam, fly, sea anemone, grasshopper, sponge, turtle, toad, salamander, cow, stag beetle, sheep, bee, scales, dorsal fin, pectoral fin, binomial nomenclature, poachers and cattle herders, gorilla</p> <p>*Add vocabulary from the students' projects</p>	
<b>Content</b>	<p><b>4</b> Knowledge of 95-100% of these concepts: vertebrates, invertebrates, fish, amphibian, reptiles, birds and mammals and their characteristics,</p>	<p><b>3</b> Knowledge of 75-94% of these concepts: vertebrates, invertebrates, fish, amphibian, reptiles, birds and mammals and their characteristics,</p>	<p><b>2</b> Knowledge of 50-74% of these concepts: vertebrates, invertebrates, fish, amphibian, reptiles, birds and mammals and their characteristics,</p>	<p><b>1 5</b> Knowledge of less than 49% of these concepts: vertebrates, invertebrates, fish, amphibian, reptiles, birds and mammals and their characteristics,</p>	

	<p>sponges, cnidarians, worms, molluscs, echinoderms, arthropods and their characteristics, phases of a frog cycle, parts of a fish, binomial nomenclature and some examples, Dian Fossey, life and work, species in danger, invertebrates around.</p> <p>*Add content from the students' projects</p>	<p>sponges, cnidarians, worms, molluscs, echinoderms, arthropods and their characteristics, phases of a frog cycle, parts of a fish, binomial nomenclature and some examples, Dian Fossey, life and work, species in danger, invertebrates around.</p> <p>*Add content from the students' projects</p>	<p>sponges, cnidarians, worms, molluscs, echinoderms, arthropods and their characteristics, phases of a frog cycle, parts of a fish, binomial nomenclature and some examples, Dian Fossey, life and work, species in danger, invertebrates around.</p> <p>*Add content from the students' projects</p>	<p>their characteristics, sponges, cnidarians, worms, molluscs, echinoderms, arthropods and their characteristics, phases of a frog cycle, parts of a fish, binomial nomenclature and some examples, Dian Fossey, life and work, species in danger, invertebrates around.</p> <p>*Add content from the students' projects</p>	
<b>Class Activity</b>	<b>2</b> Always paying attention, fulfilling proposed tasks, showing respect, active participating	<b>1.5</b> Not positive in any of these activities: paying attention, fulfilling proposed tasks, showing respect, active participating	<b>1</b> Not positive in a couple of these activities: paying attention, fulfilling proposed tasks, showing respect, active participating	<b>0.5</b> Not positive in three of these activities: paying attention, fulfilling proposed tasks, showing respect, active participating	
<b>Writing</b>	<b>2</b> Correct spelling	<b>1.5</b> 1-3 spelling errors	<b>1</b> 4-6 spelling errors	<b>0.5</b> 7-9 spelling errors	
	<b>1</b> Correct punctuation	<b>0.75</b> 1-2 punctuation errors	<b>0.5</b> 3-4 punctuation errors	<b>0.25</b> 5 or more punctuation errors	

	<b>1</b> Correct capitalization	<b>0.75</b> 1-2 capitalization errors	<b>0.5</b> 3-4 capitalization errors	<b>0.25</b> 5 or more capitalization errors	
<b>Speaking</b>	<b>2</b> Correct pronunciation	<b>1.5</b> 3-4 pronunciation errors	<b>1</b> 5-7 pronunciation errors	<b>0.5</b> 8 or more pronunciation errors	
	<b>1</b> Clear speech all the time	<b>0.75</b> Speech is unclear a couple of times	<b>0.5</b> Speech is unclear three times	<b>0.25</b> General unclear speech	
	<b>1</b> Accurate use of vocabulary	<b>0.75</b> 2-3 vocabulary errors	<b>0.5</b> 4-5 vocabulary errors	<b>0.25</b> 6 or more vocabulary errors	
<b>Team Work</b>	<b>1</b> Always collaborative attitude	<b>0.75</b> Not collaborative a couple of times	<b>0.5</b> Not collaborative three times	<b>0.25</b> Negative attitude towards collaborative work	
	<b>1</b> Useful contributions	<b>0.75</b> Usually useful contributions	<b>0.5</b> Sometimes useful contributions	<b>0.25</b> Rarely useful contributions	
<b>Project</b>	<b>4</b> Correct presentation: method, level, information, visual aspect, length/size	<b>3</b> One inappropriate aspect of these: method, level, information, visual aspect, length/size	<b>2</b> Two inappropriate aspects of these: method, level, information, visual aspect, length/size	<b>1</b> Three inappropriate aspects of these: method, level, information, visual aspect, length/size	
	<b>2</b> Correct content	<b>1.5</b> Lack one or two important items	<b>1</b> lack three important items	<b>0.5</b> lack four or more important items	
	<b>1</b> Clearly organised following given instructions	<b>0.75</b> A couple of organization errors	<b>0.5</b> Three organization errors	<b>0.25</b> Four or more organization errors	

QUALIFICATION CHART					
Sobresaliente	Notable	Bien	Suficiente	Insuficiente	
<b>25-23</b>	<b>22-18</b>	<b>17- 14</b>	<b>13-10</b>	<b>9-6</b>	