*Board Game Project*

*Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Due Date\_\_\_\_\_\_\_\_*

Turn in rubric with your project!!! Parent Signature-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

During the next few weeks, you will be designing your own board game. Remember all those great games you have played? Well, now you can make your own; your own rules, your own design, your own questions! The only thing is, you must relate it to our Science unit on Chapters 3 & 6. First, before you start thinking about your “new” design, think about board games that you like to play, or ones that you have played before---

*Board Game List*

* Apples to Apples
* Are You Smarter Than a 5th Grader
* Boggle
* Candy Land
* Checkers
* Chess
* Chutes and Ladders
* [Clue](http://www.boardgamecentral.com/games/clue.html)
* Cooties
* [Cranium](http://www.boardgamecentral.com/games/cranium.html)
* Don't Wake Daddy
* Guess Who?
* Hi Ho! Cherry-O
* Hungry Hungry Hippos
* Life
* Life on the Farm
* Mall Madness
* Monopoly
* Mouse Trap
* Obsession
* Operation
* [Payday](http://www.boardgamecentral.com/games/payday.html)
* Pictionary
* Rummikub
* Scene It
* Scrabble
* [Sorry!](http://www.boardgamecentral.com/games/sorry.html)
* Taboo
* Trivial Pursuit
* [Trouble](http://www.boardgamecentral.com/games/trouble.html)
* Yahtzee
* \_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_

Now, it’s your turn to create a board game based on a topic in Chapters 3 & 6. REMEMBER board games should be fun, interactive, structured. Use your creative minds to think of ways to relate the material to creating a board game.

Requirements:

Each board game made must have the following items included in the project

* Actual playing board: including game pieces and any necessary devices to complete your designed game
* Game theme, questions, statements, layout, design must be related to the Chapter
* Rules and Directions: The rules must be typed out, understandable, and applicable to the game you created
* Neat and organized
* Creative, colorful and pretty! Who wants to play a game with no character!
* Your board game *must be playable*-you may play each other’s games later after they are graded.

Grading:

Your games will be graded on the following criteria

* Related to Chapter 3 and 6 using key terms, themes and concepts from that chapter Creativity, uniqueness of the game
* Neatness, and organization of the game
* Directions of the game are **typed up** and explained thoroughly
* Rules of the game are described very well, so people know what they can and cannot do!
* Grammar, spelling, and punctuation of directions, rules, and of game board—your game needs to be understandable!
* Playability—if you make it, you are going to want to play it!

What you need to remember as you are thinking about this is to have fun with it and how can you incorporate the information about Science (Mitosis, Photosynthesis & Respiration, Osmosis & Diffusion) into your game while making the game fun and educational.

Grading Rubric:

Below is a guideline on how you will be graded for your game board. You should be able to go through this and know exactly what is expected of you to earn the grade you want.

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| |  | | --- | | **GAME RUBRIC**  **Student name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |

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| --- | --- | --- | --- | --- |
| CATEGORY | **7 6** | **5 4** | **3 2** | **1 0** |
| **Rules** | Rules were written clearly enough that all could easily participate. | Rules were written, but one part of the game needed slightly more explanation. | Rules were written, but people had some difficulty figuring out the game. | The rules were not written. |
| **Accuracy of Content** | All information cards made for the game are correct. | All but one of the information cards made for the game are correct. | All but two of the information cards made for the game are correct. | Several information cards made for the game are not accurate. |
| **Attractiveness** | Contrasting colors and at least 3 original graphics were used to give the cards and gameboard visual appeal. | Contrasting colors and at least 1 original graphic were used to give the cards and gameboard visual appeal. | Contrasting colors and "borrowed" graphics were used to give the cards and gameboard visual appeal. | Little or no color or fewer than 3 graphics were included. |
| **Creativity** | The student put a lot of thought into making the game interesting and fun to play as shown by creative questions, game pieces and/or game board. | The student put some thought into making the game interesting and fun to play by using textures, fancy writing, and/or interesting characters. | The student tried to make the game interesting and fun, but some of the things made it harder to understand/enjoy the game. | Little thought was put into making the game interesting or fun. |
| **Knowledge Gained** | All students in group could easily and correctly state several facts about the topic used for the game without looking at the game. | All students in the group could easily and correctly state 1-2 facts about the topic used for the game without looking at the game. | Most students in the group could easily and correctly state 1-2 facts about the topic used for the game without looking at the game. | Several students in the group could NOT correctly state facts about the topic used for the game without looking at the game. |

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YOUR SCORE WILL BE TAKEN OUT OF 35 POINTS –

Late Projects- -5pts No Name- -5 pts TOTAL \_\_\_\_\_