

Being Caribou: Five Months on Foot with a Caribou Herd by Karsten Heuer

UWL MOCK AAAS SCIENCE BOOKS AND FILMS AWARD RUBRIC – MIDDLE

| NOT MET | ADEQUATE | CRITERIA | GOOD | EXEMPLARY |
|---------|----------|---|--|--|
| | | The book is engaging to children in grades 5-8. | This book is engaging to children, but possibly more engaging to the younger grades (5&6). | |
| | | The science content of the book is aligned to science content (at least one topic) identified for grades 5-8 in the WI Department of Public Instruction draft “Supplement to the Science Curriculum Planning Guide” | | 5 th Grade: Interactions within ecosystems (F.8.8) 6 th Grade: Behavioral adaptations (F.8.7) 7 th Grade: Heredity – reproduction (F.8.5) Resource use and its effect on the environment. (F.8.10) |
| | | The book is appropriate for children in grades 5-8. | This book is appropriate for children in grades 5-8. Older students may not be as engaged as younger children. The book is age appropriate and aligns well with standards. | |
| | | The book contains no serious errors or deficiencies in explanations of science content or processes. | There were no serious errors or deficiencies in explanations of science content or processes. Although I do feel that an entire year of the caribou’s life would be more beneficial to children instead of just the five months they followed them for...Even if it was just a short insert. | |

The outlined criteria are the official SB&F award criteria.

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|---------|--|---|---|-----------|
| | | <p>The book has a clear purpose, is well-organized, and the scientific concepts are accurately presented.</p> | <p>The book had a clear purpose – to show the caribou using the calving grounds (the reason not to drill oil). The book was well organized to demonstrate the purpose. The scientific concepts were accurately presented.</p> | |
| | <p>The book can engage children, but they may not necessarily know that they are learning “science.” Because of this, they may not reflect on science concepts unless they are given them. The book seems more like an animal story and less of science.</p> | <p>In accordance with Project 2061’s Nature of Science Benchmark, the book should engage early adolescents in science and encourage them to reflect on the science they are engaged in.</p> | | |
| | | <p>The science portrayed in the book is open to inquiry and should encourage the reader to ask questions.</p> | <p>The book is not necessarily open to inquiry, but the reader may come up with questions based on what they are reading since some things may not be fully explained.</p> | |
| | <p>The book only showed two people involved in science and both of them were white (One male, one female).</p> | <p>When fitting, the book shows that men and women of different ages and backgrounds are involved in science.</p> | | |

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|---------|----------|---|------|---|
| | | The visual representations engage the young reader and enhance the text. | | The visual representations are incredible and help to engage the reader and enhance the text. |
| | | The visual representations accurately depict the scientific concepts being examined. | | The visual representations accurately depict the scientific concepts being examined and prove to the readers that what was experienced by the two people was true. |
| | | The visual representations provide an alternate way for students to examine the concepts being discussed in the text. | | The visual representations provide an alternative way for the students to examine the concepts being discussed in the text and help students experience the text and clear up any questions they may have of what things look like. |
| | | Captions accompanying each visual representation follow the above criteria | | The captions accompanying the visual representations accurately describe the pictures and help to enhance the book. |