**Thresholds of Increasing Complexity Poster Project**

For this mini-project, you will be creating a poster for one of the eight Thresholds of Increasing Complexity. You will need to have all of the following information for your poster:

1. Identify your Threshold of Increasing Complexity.
2. Identify the Ingredients of your Threshold of Increasing Complexity.
3. Identify the Goldilocks Conditions necessary for your Threshold of Increasing Complexity.
4. Identify the New Complexity that is created in your Threshold of Increasing Complexity.
5. Identify when your Threshold of Increasing Complexity happened.
6. Create a Picture for your Threshold of Increasing Complexity.

Once you have completed each of the steps above, you have two options for completing your poster:

1. You can complete your poster virtually using Google Docs.\*
2. You can complete your poster “old school” by doing it with paper and pencil.\*

\*Whichever option you choose, you will email the Google Doc or a picture of your poster to both Mr. Cain (cainza@u4sd.org) or Ms. Nunez (nunezje@u4sd.org).

**Remember, these posters will be on display so you want to make sure they represent your best work.**

Threshold of Increasing Complexity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ingredients for Increasing Complexity:

Goldilocks Conditions for Increasing Complexity:

New Complexity Created During This Threshold:

When Did this Threshold Happen?:

**Rubrics for this Project**

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| **Evidence** | Exceeding | Meeting | Approaching | Beginning |
| **Identify sources that support my claim.** | I can **identify** two pieces of evidence to support the claim from a source(s) my teacher gave me. | I can **identify** one piece of evidence to support the claim from a source(s) my teacher gave me. | I can try to **identify** one piece of evidence to support the claim from a source(s) my teacher gave me. | I can **try to identify** a piece of evidence from a source given by my teacher. |

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| --- | --- | --- | --- | --- |
| **Reasoning** | Exceeding | Meeting | Approaching | Beginning |
| **Defend claims with useful evidence** | I **defend** a claim with two useful pieces of evidence from a source(s) my teacher gave me. | I **defend** a claim with one useful piece of evidence from a source my teacher gave me. | I **defend** a claim with one useful piece of evidence from a source my teacher gave me with help from my teacher. | I **defend** a claim with unclear evidence. |