Lab of Horrors Choice Board

Absent student alternative Choose one format and one biology topic

Choose ONE format below and ONE biology topic. Complete the common requirements on page 2. You do not need to complete a row, build a craft model, work with a group, or attend the gallery walk.

Name: [type here] Class: [type here] Due date: [teacher sets]

☐ **1 Specimen Case File** Create a two-page investigation. Page 1 shows your specimen diagram and evidence. Page 2 explains the biology, fictional warning, and what happens if a feature fails.	☐ **2 Biology Horror Comic** Create a six-panel comic that explains a biological process. Show cause and effect, not only a monster story. Add an annotated diagram and source notes on a second page.
☐ **3 Digital Museum Exhibit** Create four slides: specimen introduction; labeled model; scientific explanation and facts; fiction, What if response, and sources. Use speaker notes or an extra page for your reflection.	☐ **4 Field Guide to a Creepy Specimen** Create a two-page field guide. Include a labeled illustration, real structures or adaptations, and how they function. Clearly separate your invented specimen name or backstory from scientific facts.
☐ **5 Science News Report** Write a 250–350-word news script explaining the science behind your specimen. Include an original annotated diagram and sources. Recording the report is optional; a written script is sufficient.	☐ **6 Before and After Investigation** Create two annotated drawings showing a change, such as healthy versus altered tissue or apoptosis versus necrosis. Explain what changes, why it matters, and what your model leaves out.

Choose a biology topic

Organelles; microbes; anatomy; mutations; healthy and diseased tissue; cell death; carnivorous plants; mucus, biofilm, or extracellular matrix; or Nature’s Monsters and unusual adaptations. Another topic needs teacher approval.

My format: [type here] My topic: [type here]

Common requirements for every choice

Suggested work time: 60–90 minutes across two sessions. Use paper and pencils or a document/presentation editor. All options have the same science expectations and point values.

Research and evidence

☐ Use two sources. Your assigned science reference card may count as one; use a linked reading or textbook as the second.

☐ Record each source title, author or organization, and URL or textbook pages.

☐ Include four accurate facts in your own words and show which source supports each fact.

Scientific representation

☐ Create your own scientific drawing, process model, or annotated comparison. Digital shapes and teacher-provided outlines are allowed; add your own scientific annotations.

☐ Include at least four biological labels or annotated features. Explain the function or meaning of each.

☐ Use arrows to show movement, sequence, or cause and effect.

☐ State one limitation of your model.

Explanation and application

☐ Explain how the biology works in 5–7 sentences or an equivalent set of captions or script sections. Connect the explanation to your model.

☐ Add a creative title and 1–2 sentences of backstory or warning, clearly marked as fiction.

☐ Answer: What would happen if one important structure or process stopped working? Explain why.

☐ Add a short reflection naming what you personally created, one thing you checked or revised, and one thing you learned.

Fit these elements into your chosen format. You may attach one evidence or reflection page. A comic still needs scientific explanations; a written report still needs an annotated model.

Four small work chunks

1. Choose a topic and collect facts.
2. Create the model and four explained labels.
3. Add the science explanation, fiction, and What if response.
4. Check accuracy, record sources, and complete your reflection.

Sentence starters: This feature helps by… If it stopped working… because… The real biology is… The fictional part is…

Scoring and teacher guidance

Project grade 50 points

Category	Pts	Full credit evidence
Scientific accuracy	15	Four correct facts and a sound biological explanation
Scientific model	10	Clear original representation, meaningful arrows, and a stated limitation
Biological labels	5	Four correct labels or annotations, each with function or meaning
Research	10	Two traceable sources, paraphrased facts, and source links for claims
Communication and application	5	Clear organization and a biologically reasonable What if explanation
Creative science connection	5	Creative title and clearly marked fiction connected to the biology

PROJECT TOTAL: /50. Partial credit reflects accuracy and completeness. Missing evidence earns zero for that component. Artistic skill, recording quality, and purchased supplies do not determine the grade.

Individual work grade 10 separate points

Criterion	Pts
Specific work personally completed is documented	2
Agreed tasks are completed	2
Available work time is used productively, with supports as needed	2
Student checks work or responds to feedback	2
Student explains the biological meaning of the work	2

Score each criterion 2 = demonstrated, 1 = partly demonstrated, 0 = not demonstrated.
INDIVIDUAL TOTAL: /10. No peer ratings are required for this independent assignment.

Teacher implementation

Have each student choose one format. Provide a reference card and a second accessible source. Offer outlines, word banks, speech-to-text, or scribing as needed. Give one work chunk at a time. Accept a written news script. Check understanding through a brief explanation in an accessible format.