Name: _____ PD: _____ Date: _____

EDP planter Final Questions

1. What is your group name and who were your group members?
2. What are the steps of the EDP process? Which was the most challenging step for your group?
3. What was the problem presented to you for this project? What information was researched to learn more about the problem?
4. What was the need? What were you tasked with designing and building? Who did you build it for?
5. What were some of the specifications of this project? Why were they important for the person you were designing the planter for?
6. Explain how your group's planter met each of the specifications
7. Do you think your group thought **"**outside of the box**"** with your design? Do you feel that it was creative? Why or why not?
8. Explain how your group thought of each idea to fix any problems that came up in your design. What inspired the idea?
9. Summarize who did what during this project.
10. Explain any major changes to your design from start to finish.
11. Explain what materials your group used to build your planter. Be specific. (you may list the materials)

12. What tools did you have to use to build the planter? Did you use any new tools that you hadn't used before? What lessons did you learn when building your planters?

13. Were there any challenges that your group encountered during this process? How did you overcome those challenges?

14. What (if anything) still needs to be done to your planter or for your planter to be ready to give to the patient at Wahiawa General Hospital?

15. If you could go back and do the project again. What are a few things you would improve upon?

16. What GLOs did you address while working on this project? List and explain how you met each.

17. In the table below, the NGSS and HCPSS standards that were addressed during this project are listed. Next to each standard explain how your group met each

	Standards/Benchmarks	Did you meet it? How do you know? Explain
HCPS III	Standard 3: Life and Environmental Sciences: ORGANISMS AND THE ENVIRONMENT: SC.BS.3.1 Describe biogeochemical cycles within ecosystems	
HCPS III	Standard 3: Life and Environmental Sciences: ORGANISMS AND THE ENVIRONMENT: SC.BS.3.4 Explain dynamic equilibrium in organisms, populations, and ecosystems; explain the effect of equilibrium shifts	
NGSS	HS-LS2-6. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.	
NGSS	HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.	
NGSS	HS-ETS1-1 Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants	
NGSS	HS-ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering	
NGSS	HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts	