

The Body Shark-Tastic Project Plan

Integrated grade 8 project - Science, Phys Ed, Health

Project Plan – 10 Questions

1)What will your students produce?

- What Essential Questions may help drive this project?
- Are there models?
- What could be shown to the students to get their creative juices flowing?
- Create a prototype/exemplar. Doing the project yourself will be valuable for the students to reference and to give you a better idea of the process they will go through.
- How will you incorporate student choice?

Exhibits and activities created that encompass wellness and understanding of body systems. Students will work in groups and be assigned specific topics. It will be up to them to design their exhibit which will be carried out/displayed/explained to younger students.

Kirstin and I will need to look at examples to show students. We could create one and then have some prepared sample exhibits that students could choose from or they can design it themselves.

2) What content do you want your students to learn by doing this project? List the core concepts in your subject area(s)

See Q3 Below

3) What are the interdisciplinary connections?

Science - Cells & Systems/ Light and Optical Systems

Health - Wellness Choices

Physical Education - Benefits Health

Math

4) What scaffolding needs to take place? What are the intermediate deliverables?

Brainstorming different body systems and how to maintain active lifestyle/nutrition to benefit health. Conversely, look at how an unhealthy system can create damage to this particular system.

ex. heart disease,

5) How might technology be integrated?

Use Adobe Suite to create life size posters, google apps,powtoon, interactive anatomy apps or sites Glogster?

6) What possible community connections are there? Mentors? Who/what entity might benefit from this work?

Guest speakers from U of A Department of Neuroscience and Physiology/PE Department, Physiotherapist, Exercise Physiologists, Nutrition Specialists April

7) What are the opportunities for draft, critique and revision?

How will the work be accessed for critique? How are the students accountable for drafts and revisions?

Checklists

Teacher Observation and Feedback

8) What is the projected timeline/calendar for this project?

April (right after spring break) through to right before May long weekend.

9) How will students be assessed? POL(s)? Exam(s)? Exhibition?

Exhibition - similar to the Telus World of Science Body Fantastic or Bodyworlds type of display.

Rubric

10) What might Exhibition look like? (Although this question is posed last because it occurs last, a good argument could be made for this question to be number two)

Students work in groups to create an exhibit center as part of a larger exhibition about the human body and healthy life choices. Exhibits could be activity based along with information regarding how this activity helps the particular body system.

How do healthy life choices (exercise and eating habits) affect the human body? Conversely, how do “unhealthy” life choices affect the human body?