

# DELVING INTO DIET & DISEASE

## PURPOSE:

The purpose of this assignment is to study conditions and diseases of the human body as well as diets that humans may choose. It is almost impossible to read the newspaper or watch TV without hearing about human diseases, diets, new cures, drugs and treatments and the state of our health care system. For this project, we will focus on human disease or diets as a way to learn more about the way the body works. **SINCE WE ARE STUDYING THE HUMAN BODY, ALL DISEASES, DIETS AND HUMAN CONDITIONS ARE PERFECT FOR THIS PROJECT!**

## PLAN:

### **1. CHOOSE A DISEASE or DIET TOPIC AND HAVE IT APPROVED**

Choose a disease, serious physical problem or diet to focus on for your project. Your project will have more meaning for you if you choose a topic that affects someone in your immediate/extended family such as aunts, uncles, cousins, etc. Perhaps you have a friend or are personally related to a topic that you'd like to do your project on. Careful choice of a disease/physical affliction/diet will make this project more interesting for you. Note that no two students in the same class can do the same topic.

HUMAN DISEASE or DIET PROJECT TOPIC: \_\_\_\_\_

TEACHER APPROVAL: \_\_\_\_\_

### **2. CONNECT YOUR DISEASE or DIET TO A BODY SYSTEM: (circle one or two systems that apply)**

- **Digestive** (January or later)
- **Circulatory** – including lymphatic (late Jan or later)
- **Respiratory** (February or later)
- **Nervous** (March or later)
- **Urinary** (April or later)
- **Reproductive** (April or later)
- **Endocrine** (May)

### **3. CHOOSE A PRESENTATION DATE**

Your presentation will be **5 minutes long (no longer)**. It should be done using a digital presentation medium (e.x. powerpoint, Prezi, etc.) so that you have visuals to support your verbal commentary. This presentation will take place after or during our learning about the relevant system.

- Using your agenda or calendar app, choose a date (must be a DAY 2 if you're in Ms. Towers class or a DAY 1 if you're in Ms. Langlois class) that makes sense based on your personal commitments as well as when the units are taught (refer to the list above). There will be one presentation per class and there are about 40 classes from which to choose from.  
YOU WILL NOT BE PERMITTED TO CHANGE YOUR PRESENTATION DATE ONCE CONFIRMED WITH YOUR TEACHER.

○ **Top 3 Preferred Presentation Dates :** \_\_\_\_\_

○ **MY CONFIRMED PRESENTATION DATE:** \_\_\_\_\_

### **4. RESEARCH YOUR TOPIC:**

- **TEXT-BASED RESEARCH:** Consult *books, magazines or journals, newspapers, encyclopedias, and internet sources* to find out everything you can about the disease you chose for your project (see #5 for a recommended list of information). **Make sure to track your sources for your bibliography.**
- **CONDUCT AN INTERVIEW:** You must conduct an interview - either by phone, by email or in person - with someone who has experience with your chosen disease or diet. Your interview could be with a contact person from a special interest organization, a health care professional who has treated patients with this disease or diet, or a person who is (or has been) affected by the disease or diet you have chosen. You do NOT need to interview a person that has the disease, but, at minimum, they do need to be knowledgeable about the disease. You will mention your interview and your key findings throughout the presentation. **Make sure to include your interview as a source in your bibliography.**
- **You must submit all of your raw research notes (including your interview notes) with your final presentation.**

## **5. PREPARE A DIGITAL PRESENTATION TO SHARE YOUR RESEARCH**

*Your digital presentation should consist primarily of images (with very little text). It will be supported by your verbal presentation (you speaking), which will contain much more detailed information. Overall, you should include:*

- \*\*\*remember to incorporate your interview, where appropriate, throughout the following\*\*\*
- A description of the disease or diet
- Information on the background and history of the disease or diet
- Cause(s) of the disease or reason to follow the diet
- The symptoms of the disease – i.e. how a person knows they have it or how the person will feel on the diet
- Any tests a health care provider would run to help diagnose the disease or to support following this diet
- How the disease or diet affects the body (make specific reference to the body system you selected in #2)
- Cures or treatments for the disease or what the diet does to improve in the body
- Current research about the disease or diet
- How and when one normally gets this disease or starts the diet
- How a person's daily life is affected by the disease or diet
- Information on the cost of having the disease (such as for treatment, medications, hospitalization, etc.) or following the diet
- CONNECTION to the BODY SYSTEM(s)**
  - Include the vocabulary and knowledge you have learned about the system(s) to explain how the disease or diet affects the body.
- INQUIRY QUESTION**
  - After completing your initial research for your disease/diet (i.e. everything above), identify further questions you now have. Do specific research to find the answers and select one higher level question (thoughtful, deep, complex) and the corresponding findings to share during your presentation.

## **6. FIND A SCIENTIFIC STUDY RELATED TO YOUR DISEASE/DIET AND WRITE A SUMMARY**

Find one scientific study **published in the last 5 years** about/related to your disease or diet (print out a copy of it) on the EBSCO database and summarize all of the findings in a well written paragraph – **see following page for criteria**.

## **7. SUBMIT YOUR BIBLIOGRAPHY**

Create a works cited list in APA or MLA format of ALL sources you used for ALL parts of the project, including any images used in your slides and the interview you conducted, as well as the study you summarized.

## **8. WRITE A REFLECTION PARAGRAPH OF YOUR EXPERIENCE**

AFTER YOUR PRESENTATION, write a paragraph that outlines why you chose this disease or diet; the most interesting thing that you learned from doing the project; the most important source of information that you used to write your report (and why); any questions you would still like answered about this disease or diet; and what you feel are/were the strengths and weaknesses of your project.

### **DUE DATES & SUBMISSION INFORMATION:**

DISEASE/DIET SELECTED BY: \_\_\_\_\_

PRESENTATION DATE CONFIRMED BY: \_\_\_\_\_

PRESENTATION DATE: \_\_\_\_\_

WORK SUBMISSION DATE: \_\_\_\_\_

- Including the following:
  - PRESENTATION (link or attached file)
  - RESEARCH & INTERVIEW NOTES (google doc or attached file)
  - SCIENTIFIC STUDY (attached pdf)
  - SCIENTIFIC STUDY SUMMARY (google doc or attached file)
  - BIBLIOGRAPHY (attached file)
  - REFLECTION PARAGRAPH

} all submitted via  
google classroom

# HOW TO CONDUCT AN INTERVIEW

## BEFORE THE INTERVIEW

1. Make a complete list of questions **BEFORE** you conduct your interview. You don't want to waste the time of the person you are interviewing. Use the assignment criteria to generate questions, and focus on questions that you think would be difficult to find through research (e.x. daily life, cost, etc.)
2. Reach out to your interviewee and schedule a time to complete the interview (people are busy and these are often difficult to arrange at the last minute). Don't forget that there are many ways to conduct an interview (phone, e-mail, video chat, instant message, etc.).
3. **NOTE:** Make sure that you write down the name of the person you are interviewing, their position/connection to the topic, the date, time and the location that the interview took place. This is very important information which needs to be added to your bibliography.

## DURING THE INTERVIEW

4. Introduce yourself. The person you interview will want to know your name, grade, age, the name of the school you attend and the reason why you are doing the interview.
5. Take notes or record your conversation to refer to later. **Make sure you ask the person permission if you are planning to record the interview.**

## AFTER THE INTERVIEW

6. Thank the person for their time and effort to answer your questions.
7. Incorporate your interview findings within your presentation.

## WRITING FROM SOURCES: NOTE TAKING CRITERIA

	<b>Beginning</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
<b>Organization</b>	Points are not organized Points are not connected to specific sources	Some grouping of related points Points are rarely connected to specific sources	Related points are grouped with some labelling. Points are sometimes connected to specific sources	Related points are grouped with headings and sub-headings. Points are clearly connected to specific sources
<b>Focus</b>	<ul style="list-style-type: none"> <li>• Text is copied from source (does not distinguish quotes from paraphrased material).</li> <li>• Notes are unfocused – little relevance to topic. Does not identify keywords or main idea.</li> </ul>	<ul style="list-style-type: none"> <li>• Student relies heavily on phrasing of original source.</li> <li>• Some direct quotations are identified.</li> <li>• Notes some relevant information (locates some keywords and main ideas).</li> </ul>	<ul style="list-style-type: none"> <li>• Student phrases points in his/her own words.</li> <li>• Direct quotations are clearly identified.</li> <li>• Notes are focused on topic: relevant information (keywords and main ideas) are noted.</li> </ul>	<ul style="list-style-type: none"> <li>• Student phrases points in his/her own words.</li> <li>• Direct quotations are clearly identified and chosen selectively.</li> <li>• Notes are concise and relevant (locates keywords and main ideas)</li> </ul>

### ARTICLE SUMMARY CRITERIA

#### ***Sentence 1***

- State the purpose
- Include the author's name
- Include the title of the article

#### ***Sentences 2-4***

- Includes transition words
- Identify 3 main Ideas

#### ***Sentence 5***

- State the "message" of the article or story

## ASSESSMENT – DELVING INTO DISEASE

Name: \_\_\_\_\_ BI: \_\_\_\_\_

	BEGINNING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
<b>Presentation</b>				
<b>Content</b>	Many of the components of are missing or incorrectly explained	The majority of components are included and correctly explained while some components are missing or incorrect	Almost all components are included and correctly explained, with some minor errors.	All components are included and correctly explained in depth
<i>DISEASE: Description, history, causes, symptoms (affects), tests, cures/treatments, current research, age and impact, cost          DIET: Description, history, reasons, effects, tests, current research, age and impact, cost</i>				
<b>Connection to the unit of study</b>	Connection is not clearly made.	Connection is made but with some major errors or omissions.	Connection is clearly made but, with some minor errors or omissions	Connection is clearly, completely and accurately explained.
<i>During your presentation explain how the disease or diet is connected to the unit of study. Use relevant vocabulary and content to show the connection.</i>				
<b>Inquiry Question</b>	No question asked or question is asked but not answered	One simple question with a simple answer	One higher level question with a simple or incomplete answer	One higher level question with a full answer.
<i>After ponding a few questions – include one question and the answer to that question in your presentation.</i>				
<b>Interview</b>	No interview conducted	Did an interview but not explained in the presentation	Interview mentioned but only one or two ideas explained	Key ideas of the interview explained
<i>Conduct an interview with someone who has experience with your chosen disease or diet – explain what you learned during your presentation.</i>				
<b>Clarity</b>	Although an attempt is made, it is difficult to follow most of the presentation.	Most of the presentation is well organized with clear communication, but some sections are not.	Entire presentation is organized and clear; a few details take effort to decipher, and so could not be used as a teaching tool	Entire presentation is effectively organized with logical flow; can be used as a teaching tool
<b>Presentation Mechanics</b>	Hard to hear and/or only reads notes  PowerPoint is missing or only text included  Cannot answer the questions posed after the presentation	Needs to read the notes most of the time in order to get through the presentation  PowerPoint is heavy in text and contains only 1 or 2 diagrams  Attempts to answer the post presentation questions but had some difficulty	Knows the presentation quite well but does refer to notes quite often.  Power Point does not include very many pictures/diagrams though text is the focal point (even though it is still quite brief)  Answers the post presentation questions fully	Knows the presentation well, only minor reference to notes  Power Point mainly pictures/diagrams and short bullet points to connect with what is being said  Comfortably answers post presentation questions
<b>Submitted Work</b>				
<b>Research Notes</b>	No notes included	Notes are disorganized and lengthy	Notes are categorized but a bit lengthy.	Notes are categorized and in your own words (see rubric)
<b>Summary of Scientific Study</b>	Study included but not summarized or study summarized but a copy of the study is not included.	A short, awkward summary that does not cover required criteria  A copy of the study is included	A 5 sentences paragraph that includes most summary criteria  A copy of the study is included	A well written 5 sentence paragraph which includes all summary criteria  A copy of the study is included
<i>Use EBSCO host to find a scientific study of the disease, include a copy of the study and a summary of the study in your own words.</i>				
<b>Reflection Paragraph</b>	Reflection incomplete.	Reflection may not address all criteria or lack sufficient depth.	A reflection that addresses all criteria in moderate depth	An in-depth reflection that thoughtfully and comprehensively addresses all criteria
<i>Why did you choose this disease or diet to study?, most important thing you learned, most important source, questions you still have and strength/weaknesses</i>				
<b>Bibliography</b>	No sources cited, or citations are a simple list of website addresses	Few sources cited  citations not in APA or MLA format	Multiple sources cited  Bibliography in correct APA or MLA format with some minor errors	Several sources  Bibliography correctly cited in APA or MLA format