

DELVING INTO DISEASE

PURPOSE:

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

PLAN:

1. CHOOSE A DISEASE TOPIC AND HAVE IT APPROVED

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

HUMAN DISEASE PROJECT TOPIC: _____

TEACHER APPROVAL: _____

2. CONNECT YOUR DISEASE 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 we have learned about the relevant system.

- Using your agenda or calendar app, choose a date (must be a DAY 1 if you're in Ms. Towers class or a DAY 2 if you're in Ms. Langlois class) that makes sense based on 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 – choose wisely.

○ 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 in NoodleTools for your bibliography <http://noodletools.com/login.php>.**
- **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. 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 a person who is (or has been) affected by the disease 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. **Make sure to include your interview as a source in your bibliography**
- You must submit all of your **raw** research 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:

- A description of the disease
- Information on the background and history of the disease
- Cause(s) of the disease
- The symptoms of the disease – i.e. how a person knows they have it
- Any tests a health care provider would run to help diagnose the disease
- How the disease affects the body (make specific reference to the body system you selected in #2)
- Cures or treatments for the disease
- Current research that is occurring towards finding a cure or better treatment for the disease
- The age one normally gets this disease and how they get it
- How a person's daily life is affected by the disease
- Information on the cost of having the disease (such as for treatment, medications, hospitalization, etc.)
- CONNECTION to the BODY SYSTEM(s)**
 - Include the vocabulary and knowledge you have learned about the system(s) to explain how the disease works.
- INQUIRY QUESTION**
 - After finding out everything you can about your disease (i.e. everything above), identify further questions you have. Do specific research to find the answers and share one question and one answer during your presentation.

6. FIND A SCIENTIFIC STUDY RELATED TO YOUR DISEASE AND WRITE A SUMMARY

Find one scientific study about/related to your disease (print out a copy of it) on the EBSCO database and summarize all of the findings in a well written paragraph.

7. SUBMIT YOUR BIBLIOGRAPHY

Use noodletools (<http://noodletools.com/login.php>) to create a works cited list in APA format of ALL sources you used for ALL parts of the project, including the interview you conducted, as well as the study you summarized.

8. WRITE A REFLECTION PARAGRAPH OF YOUR EXPERIENCE

Write a paragraph that outlines why you chose this disease; 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; and what you feel are/were the strengths and weaknesses of your project.

DUE DATES & SUBMISSION INFORMATION:

DISEASE SELECTED BY: _____

PRESENTATION DATE CONFIRMED BY: _____

PRESENTATION DATE: _____

- **Including the following:**

- PRESENTATION (link or attached file)
- RESEARCH NOTES (google doc or attached file)
- SCIENTIFIC STUDY SUMMARY (google doc or attached file)
- BIBLIOGRAPHY (attached file)

} **all submitted via
google classroom**

REFLECTION PARAGRAPH DUE: _____ (submitted as a hard copy & stapled to rubric)

HOW TO CONDUCT AN INTERVIEW

For use with the Human Disease Project

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.
2. 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.
3. Below are a few questions you might want to ask. This is by no means a complete list of questions. You will want to get as much information as possible about the disease you are studying.
 - A. *What causes the disease or physical ailment? How does a person get the disease?*
 - B. *How is the disease currently treated? Is there a cure for it?*
 - C. *How serious is this disease?*
 - D. *Is there research being done to find a cure or a better way to fight this disease?*
 - E. *Are there any drugs or medications that a person can take to help them cope with the disease?*
 - F. *How many people get this disease, and at what age do people normally get this disease?*
 - G. *How well can a person carry on normal daily activities if they have this disease?*
 - H. *Now, you think of a few more interesting questions on your own!!*
4. After you conduct the interview, thank the person for their time and effort to answer your questions.
5. **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.
6. Don't forget that there are many ways to conduct an interview, such as by phone, text, instant message, post, or email.

WRITING FROM SOURCES: NOTE TAKING CRITERIA

	Beginning	Developing	Accomplished	Exemplary
Reliability and Accuracy of Sources	Selects information from unreliable or inappropriate sources (eg. self published and/or promotional websites)	Selection from one or limited number of appropriate/reliable sources.	Gathers information from a variety of appropriate/reliable sources.	Selects from a wide range of appropriate/reliable sources.
Organization	Points are not organized	Some grouping of related points	Related points are grouped with some labelling.	Related points are grouped with headings and sub-headings.
Focus	<ul style="list-style-type: none"> Text is copied from source (does not distinguish quotes from paraphrased material). Notes are unfocused – little relevance to topic. Does not identify keywords or main idea. 	<ul style="list-style-type: none"> Student relies heavily on phrasing of original source. Some direct quotations are identified. Notes some relevant information (locates some keywords and main ideas). 	<ul style="list-style-type: none"> Student phrases points in his/her own words. Direct quotations are clearly identified. Notes are focused on topic: relevant information (keywords and main ideas) are noted. 	<ul style="list-style-type: none"> Student phrases points in his/her own words. Direct quotations are clearly identified and chosen selectively. Notes are concise and relevant (locates keywords and main ideas)
Reflection	<ul style="list-style-type: none"> Does not identify areas for further research No observation made regarding learning to date. 	<ul style="list-style-type: none"> Little relevant reflection into what needs further research. Reflection on understanding to date is vague 	<ul style="list-style-type: none"> Identifies some keywords/ideas that need further research. Reflection is specific to notes. 	<ul style="list-style-type: none"> Identifies keywords/ideas that need further research. Reflection is specific to notes and shows insight.

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
Presentation				
Content	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>Description, history, causes, symptoms (affects), tests, cures/treatments, current research, age and impact, cost</i>				
Connection to the unit of study	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 is connected to the unit of study. Use relevant vocabulary and content to show the connection.</i>				
Inquiry Question	No question asked	One simple question with a simple answer	One thoughtful question with a simple or incomplete answer	One thoughtful question with a full answer.
<i>After pondering a few questions – include one question and the answer to that question in your presentation.</i>				
Interview	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 – explain what you learned during your presentation.</i>				
Clarity	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
Presentation Mechanics	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
Submitted Work				
Research Notes	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)
Summary of Scientific Study	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>				
Reflection Paragraph	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 to study?, most important thing you learned, most important source, questions you still have and strength/weaknesses</i>				
Bibliography	No sources cited, or citations are a simple list of website addresses	Few sources cited citations not in APA format	Multiple sources cited Bibliography in correct APA format with some minor errors	Several sources Bibliography correctly cited in APA format using noodletools