

Understanding Organ Systems: An In-Depth Look At How They Work

In class, we've been learning about the human body, and you've been researching about various organ systems. Now you get to put these systems on display.

Detailed Project Information

- You will be divided into groups based on your organ system of interest.
- Each group needs to design and build its organ system. **(Some items we will have available at school, and some items you may need to bring in from home. All creating happens at school though.)**
- The organ system needs to work.
- Consider the elements of design when making this organ system, as this will be an art piece as well.
- You need to be able to show, tell, and answer questions about the main functions of this organ system. (Even though you're working in groups, each person is responsible for showing, telling, and answering questions about the organ system.)
- You also need to be able to tell and answer questions about how this organ system connects with other organ systems. **You do not have to design these other organ systems though.** (Even though you're working in groups, each person is responsible for showing, telling, and answering questions about connections to other organ systems.)
- As a group, you need to create and record a musical composition that will highlight the sound(s) that you think best represent your organ system.

Timeline For This Project

- Up to 2 periods to research about your organ system and decide on the information you want to include. **(You have already done some research about this organ system, so these two periods will just give you some additional research time to get any missing details that you need.)**
- Up to 2 periods to plan your organ system design and any of the key information that you want to show. **Think about how you might share this information and how you might show this information to others.**
- Up to 3 periods to create and test your organ system. **Make sure that it works. Also consider your use of the elements of design (a Visual Arts connection).**
- Up to 2 periods (likely Music class periods) to plan and record your musical composition.
- 1 period to share your organ system creations with class members, receive feedback, and make any changes that you want.

Total Number Of Periods: 10 **(A couple of these periods will likely be music ones.)**

Name: _____

Rubric For Understanding Organ Systems: An In-Depth Look At How They Work

	Level 1	Level 2	Level 3	Level 4
Knowledge of Content	Demonstrates <u>little</u> knowledge about the main components of the group's organ system. Demonstrates <u>little</u> knowledge about how the group's organ system works with other organ systems.	Demonstrates <u>some</u> knowledge about the main components of the group's organ system. Demonstrates <u>some</u> knowledge about how the group's organ system works with other organ systems.	Demonstrates <u>considerable</u> knowledge about the main components of the group's organ system. Demonstrates <u>considerable</u> knowledge about how the group's organ system works with other organ systems.	Demonstrates <u>thorough</u> knowledge about the main components of the group's organ system. Demonstrates <u>thorough</u> knowledge about how the group's organ system works with other organ systems.
Thinking	<u>Rarely</u> uses critical/creative thinking skills as he/she takes the research and creates a functional organ system. The organ system that the group creates contains and shows the function of <u>few, if any,</u> main components of the actual organ system.	<u>Sometimes</u> uses critical/creative thinking skills as he/she takes the research and creates a functional organ system. The organ system that the group creates contains and shows the function of <u>some</u> main components of the actual organ system.	<u>Usually</u> uses critical/creative thinking skills as he/she takes the research and creates a functional organ system. The organ system that the group creates contains and shows the function of <u>most</u> main components of the actual organ system.	<u>Consistently</u> uses critical/creative thinking skills as he/she takes the research and creates a functional organ system. The organ system that the group creates contains and shows the function of <u>all</u> main components of the actual organ system.
Communication	<u>Rarely</u> communicates for different audiences and purposes, based on his/her group's <u>limited</u> sharing of key details about the organ system. <u>Rarely</u> communicates for different audiences and purposes, based on his/her group's musical composition choices.	<u>Sometimes</u> communicates for different audiences and purposes, based on his/her group's sharing of <u>some</u> key details about the organ system. <u>Sometimes</u> communicates for different audiences and purposes, based on his/her group's musical composition choices.	<u>Usually</u> communicates for different audiences and purposes, based on his/her group's sharing of <u>most</u> key details about the organ system. <u>Usually</u> communicates for different audiences and purposes, based on his/her group's musical composition choices.	<u>Consistently</u> communicates for different audiences and purposes, based on his/her group's sharing of <u>all</u> key details about the organ system. <u>Consistently</u> communicates for different audiences and purposes, based on his/her group's musical composition choices.
Application	Transfers <u>little</u> knowledge from his/her research to his/her group's organ system creation. The organ system that the group creates reflects <u>little</u> of what he/she learned about this system through his/her research. Transfers <u>little</u> of his/her knowledge about the elements of design to the creation of the group's organ system.	Transfers <u>some</u> knowledge from his/her research to his/her group's organ system creation. The organ system that the group creates reflects <u>some</u> of what he/she learned about this system through his/her research. Transfers <u>some</u> of his/her knowledge about the elements of design to the creation of the group's organ system.	Transfers <u>most</u> knowledge from his/her research to his/her group's organ system creation. The organ system that the group creates reflects <u>most</u> of what he/she learned about this system through his/her research. Transfers <u>much</u> of his/her knowledge about the elements of design to the creation of the group's organ system.	Transfers <u>all</u> knowledge from his/her research to his/her group's organ system creation. The organ system that the group creates reflects <u>all</u> of what he/she learned about this system through his/her research. Transfers <u>all</u> of his/her knowledge about the elements of design to the creation of the group's organ system.