



Share Your Heart Smarts



Circulatory System Brochure Contest

This contest will involve using your ingenuity, creativity, artistic talent and research skills. Each group will design an informational brochure about the circulatory system. The winning brochure will be copied for our entire class to use as a study guide and reference for our writing assessment on the circulatory system. It will also be sent to Department of Public Health as a way to promote awareness of how the body works.

Each brochure should contain the following components:

1. Core information: Show and describe how the circulatory system works when it is healthy. Include important organs and their primary function.
2. Theme: Each brochure will have a specific message you want to communicate. Choose one of the following themes to explore.
 - a. **Circulation and heart trivia**: share amazing facts that make us think.
 - b. **Mysteries of the heart**: explore what still puzzles scientists about the heart and how it works.
 - c. **Donation and transplantation**: discover how organ transplantation and blood transfusions save lives.
 - d. **Heart disease**: choose a disease, explore the causes, and share ways to prevent problems.
 - e. **Circulation and keeping fit**: share the role regular exercise plays in keeping the heart healthy.
 - f. **Propose a theme of your own**: run your idea by me to see if it's a good match with the project's goals.
3. References: Explore as many resources as you can in order to gather the most useful and accurate information possible. You will need to work together to pool the information you find and make decisions about what to include in the brochure. Make a list of all the sources used and include a reference list.

You will be given time in class to complete this project. You will also need to work outside of class to gather resources, write drafts of sections, collect graphics/images, and layout the final product.

You will be in charge of determining homework assignments necessary to complete the project on time. Your group will need to adhere to the project timelines and work cooperatively to make your final product the best it can be.

To assist your group, a contract has been drafted that each group member will sign. This contract signifies a commitment on each group member's part to complete the assigned work and willingness to exchange ideas and opinions cooperatively with others. All group members will play a roll in the success of this project.

Good luck and have fun!

Objectives :

1. Students will work in collaborative teams to discuss, exchange, and share information about the circulatory system's anatomy and physiology.
 - a. Students will describe the function of the circulatory system.
 - b. Students will describe the structure and function of the heart.
 - c. Students will trace the path blood takes as it moves through the body.
 - d. Students will describe the function of arteries, capillaries, and veins.
 - a. Students will identify common heart diseases, their causes, and how to prevent them.
2. Students will collect data from a variety of resources. These resources will be shared and discussed with the group for the purpose of:
 - a. Determining which resources are most reliable.
 - b. Collecting evidence from multiple sources.
 - c. Comparing and contrasting information found.
 - d. Synthesizing information.
3. Students will decide on how to best synthesize the information and how to organizing the information utilizing text features common to brochures.
4. Students will demonstrate the ability to evaluate their own and others work objectively through the use of a rubric with specified evaluation criteria.

Process :

- At the start of each period, the teacher will gather the class together for a pertinent mini-lesson on procedures for completing the project. These lessons will include discussion of objectives, project logistics, resource exploration, timelines, and evaluation criteria. These mini-lessons will last approximately 10 minutes in each condition per day.
- The mini-lesson will be followed by a work period lasting 25 minutes. During this time group members will discuss strategies for completing the project (brainstorming, research, discussion, etc.) Students will bring information resources to the group, share what they've learned and to cooperatively work to meet the deadlines. Each student will have a defined role they will play in the group but will also assist others.
- Each period will end with a wrap-up of the day, homework reminder (the groups will decide these tasks for themselves with teacher guidance when needed) and the exit slip with engagement ratings.
- The IRT group will have an additional 10-15 minute mini-lesson each day. These mini-lessons will be based on strategies for using the Internet. The IRT group will have less group meeting time, but more instructional guidance. They will be taught the strategies for exchanging information online, and will be expected to use these skills to exchange information via e-mail.
- During the course of the work period, the teacher will rotate through each of the groups, to support their work as needed.

- The team members will be encouraged to communicate often about what's needed and who will bring what back to the group for discussion (offline will exchange phone numbers and study hall times, online groups will exchange emails).
- The teacher will keep track of each team's progress by monitoring email or blog posts in online groups and through oral progress reports in the offline project group. The teacher will provide target dates for having various parts of the project completed and a contract to keep everyone accountable for their part.