

Assessment

Each student must do the activities at each station and these are to be included in the student's portfolio. However, the teacher does not need to correct every activity for every student.

Each day, the groups must pass in any activity sheets each member of their group has completed. As a group, they must review everyone's worksheets, and choose the one they feel is best to represent the work their group did. They must put this sheet on the top, although each person must pass in every activity sheet.

The teacher only corrects the top activity for the group (the one they felt was the best) and they share the mark. It is important that they have checked their answers and determined that the paper they have passed in is excellent. They will have marks from 8 different activity stations when they have completed the entire Body Systems cycle.

As a final wrap-up, each group is assigned one activity to present to the class. They will focus on what they learned and questions that arose at this station.

At the end of the presentations, directed questions can help to bring out significant ideas in the follow-up discussions. A rubric is provided to help assess these presentations.

Sample Discussion Questions

Circulation System – Discussion should include the concept of biofeedback.

Is it controllable?

Do you know any instances where this can be used in medicine?

Respiratory System – Discuss the range of lung capacity in the different groups.

Who had the greatest lung capacity?

Why do you think some people have a greater lung capacity?

Do any activities influence this?

Digestive System – Discuss the pathway for the movement of food into the cells.

How do you think the quality of food that you eat influences your overall health?

Skeletal System – Are there differences between male and female skeletons?

How do you account for this?

Are these differences present in young children?