Biology, Behavior, Sensation & Perception

*Project Guidelines*

Due Date: Friday March 14th, 2013

**Directions:** *You are to create a product reflecting what we’ve learned in class about biology and behavior, as well as Sensation and perception. This will reference chapters 3 and 4 in the book. You will have the choice of one of the following projects to complete. You will need to make sure you adhere to the rubrics that correspond to each project. Each project will be a test grade. These projects will be due no later than the designated due date. If for some reason you will not be here on that day, you need to either have someone bring the project in for you, or turn it in early. NO LATE PROJECTS WILL BE ACCEPTED. You have too much time to complete this assignment for me to accept late work. Good*

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| Neuron, Brain, Eye, or  Ear 3D model*:*  *You should create a 3D model of the brain, neuron, eye, or ear. You should label all parts of the diagram and it must be colorful and neat! You should have an attached sheet that contains the functions of each labeled part. Finally, you should include a short paragraph (4-5 sentences), explaining how all the parts of your selected body part work together to help you function. Underline the structure in your paragraph as you’re explaining the function.*  *\*\*\*MAKE SURE YOU ADHERE TO THE ATTACHED RUBIRCS TO MEET PROJECT REQUIREMENTS!!!\*\*\** | Celebrity Brain  *You will work to create a “pseudo brain  of a famous person. You will choose a celebrity, politician, athlete, singer, actor, etc, or even a cartoon, comic book, or story-book character. You will need to draw your diagram of the brain on a poster board. You can exaggerate certain areas, to make it correspond to fit the personality of your selected celebrity. Your diagram should be neat and colorful. Include a title and a written summary that explains why you made the brain the way you did in relation to your selected celebrity, as well as the function of at least 7 brain structures. Underline the structure in your paragraph as you’re explaining the function.*  *Ex:*  *Tiger Wood’s Brain*  Tiger has an underdeveloped frontal lobe because he makes poor decisions that have affected his personal life. | Nervous System Children’s Book  ***\*\*5 points extra credit if done extremely well! \*\****  *You should write a children’s book that tells a story a child would like, but also explains the function of the various parts of the nervous system. This should be a creative story making a metaphor of the biological structures of the nervous system. It should NOT be an information book where you simply tell the reader (a child) the parts of the nervous system and their function using kid-friendly language. You must include a title, cover for you book, illustrates, and references to at least 8-10 parts of the nervous system. It must be very neat in done by hand. Do not copy ideas from products online that have already been done. I WILL give you a zero. ☺* |

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| CATEGORY | 4 | 3 | 2 | 1 |
| Labels | All items of importance on the model/project are clearly labeled with labels that can be read from at least 3 ft. away. | Almost all items of importance on the model/project are clearly labeled with labels that can be read from at least 3 ft. away. | Several items of importance on the model/project are clearly labeled with labels that can be read from at least 3 ft. away. | Labels are too small to view OR no important items were labeled. |
| Content - Accuracy | At least 10 accurate facts are displayed on the project. | 7-8 accurate facts are displayed on the project. | 5-6 accurate facts are displayed on the project. | Less than 4 accurate facts are displayed on the project. |
| Attractiveness | The model is exceptionally attractive in terms of design, layout, and neatness. | The model is attractive in terms of design, layout and neatness. | The model is acceptably attractive though it may be a bit messy. | The model is distractingly messy or very poorly designed. It is not attractive. |
| Required Elements | The model includes all required elements as well as additional information. | All required elements are included on the model. | All but 1 of the required elements are included on the model. | Several required elements were missing. |
| Knowledge Gained | Student can accurately answer all questions related to facts in the poster and processes used to create the model. | Student can accurately answer most questions related to facts in the poster and processes used to create the model. | Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the model. | Student appears to have insufficient knowledge about the facts or processes used in the model. |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Title** | Title can be read from 6 ft. away and is quite creative. | Title can be read from 6 ft. away and describes content well. | Title can be read from 4 ft. away and describes the content well. | The title is too small and/or does not describe the content of the poster well. |
| **Labels** | All items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away. | Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away. | Several items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away. | Labels are too small to view OR no important items were labeled. |
| **Required Elements** | The poster includes all required elements as well as additional information. | All required elements are included on the poster. | All but 1 of the required elements are included on the poster. | Several required elements were missing. |
| **Content - Accuracy** | At least 7 accurate facts are displayed on the poster. | 5-6 accurate facts are displayed on the poster. | 3-4 accurate facts are displayed on the poster. | Less than 3 accurate facts are displayed on the poster. |
| **Attractiveness** | The poster is exceptionally attractive in terms of design, layout, and neatness. | The poster is attractive in terms of design, layout and neatness. | The poster is acceptably attractive though it may be a bit messy. | The poster is distractingly messy or very poorly designed. It is not attractive. |

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| |  | | --- | | Nervous System children's Book Teacher Name: **Ms. Alston**  Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |
| CATEGORY | | **4** | **3** | **2** | **1** |
| **Focus on Assigned Topic** | | The entire story is related to the assigned topic and allows the reader to understand much more about the topic. | Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic. | Some of the story is related to the assigned topic, but a reader does not learn much about the topic. | No attempt has been made to relate the story to the assigned topic. |
| **Creativity** | | The story contains many creative details and/or descriptions that contribute to the reader\'s enjoyment. The author has really used his imagination. | The story contains a few creative details and/or descriptions that contribute to the reader\'s enjoyment. The author has used his imagination. | The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination. | There is little evidence of creativity in the story. The author does not seem to have used much imagination. |
| **Accuracy of Facts** | | All facts presented in the story are accurate. | Almost all facts presented in the story are accurate. | Most facts presented in the story are accurate (at least 70%). | There are several factual errors in the story. |
| **Organization** | | The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions. | The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used. | The story is a little hard to follow. The transitions are sometimes not clear. | Ideas and scenes seem to be randomly arranged. |
| **Requirements** | | All of the written requirements Title/Cover, illustrations, minimum of 7 parts of the Nervous System mentioned) were met. | Almost all (about 90%) the written requirements were met. | Most (about 75%) of the written requirements were met, but several were not. | Many requirements were not met. |
| **Illustrations** | | Original illustrations are detailed, attractive, and creative and relate to the text on the page. | Original illustrations are somewhat detailed, attractive, and relate to the text on the page. | Original illustrations relate to the text on the page. | Illustrations are not present OR they are not original. |
| **Neatness** | | The final draft of the story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it. | The final draft of the story is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it. | The final draft of the story is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry. | The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn’t\'t care what it looked like. |