

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PROJECT WEEK ONE				
Unveil Driving Question Entry Event New groups (team building activity) Contracts What is a cell? (Guided class brainstorm – if time)	How many parts does a cell have and what are they called? Guesses Internet research as a group – create a list – as many parts as you can find	What do the parts do? Divide the list your group made among members. Individuals research their own parts. Confusing words list	Need to Know Organelle Sharing Posters (rubric) Choose top 8 (online survey – personal tech) Assign to groups Begin campaign speech/poster	CELL-VIVOR GAME: Finish campaign speech/poster. Present Class votes 1 organelle out of the cell.
PROJECT WEEK TWO				
Create a Cell model Design as a group – divvy up roles and create! (iPads with interactive 3-D cell model available) Rubric	Finish cell models – put up in public place in school.	Disease Brainstorm - Individual – pair – group – class. Identify diseases caused by cells (teacher and internet assistance). Maybe research in groups? Top 3.	Assign diseases – Hand out checklist Groups assign research roles and begin open research with guiding questions and technology	Open research. PSA creation Good Website list Offer workshops?!?
PROJECT WEEK THREE				

Open research. PSA creation	Open research. PSA creation	Open research. PSA creation	Open research. PSA creation	PRESENT Self Assessment/ Reflection Peer Assessment Test (another day)
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Ouch! My cell!

Entry Event – A Good PSA

Mental Illness		
Noticed	Like	Dislike

Smoking		
Noticed	Like	Dislike

Skin Cancer		
Noticed	Like	Dislike

Tropical Diseases		
Noticed	Like	Dislike

Dog Fighting		
Noticed	Like	Dislike

Autism		
Noticed	Like	Dislike

Circle the PSA that stood out to you the most.

Why do you think this is?

What makes a good PSA?

All trailers can be found in order at:

http://www.youtube.com/playlist?list=PL81ED6FE8ABD53816&feature=mh_lolz

How can

We protect
our cells
from

different
diseases?

Contract

As a member of this group, I promise to...

...be honest. I will not pretend that I cannot do things when I know that I can. I will not promise to do more than I know I am capable of. If I am bored and need to be challenged, I will tell my group members. If I am struggling and cannot do what I have been asked or assigned to do, I will tell my group members. If another group member says these kinds of things to me, I will listen patiently and do my best to help find a solution.

...be reliable. I will do what I say I will do when I say I will do it. My group members will be able to count on me to do what I have accepted as my responsibility

...be professional. I will treat my other group members as I wish to be treated. I will not use namecalling, bullying, shouting, teasing, or any other tactic to get what I want or to make my group members feel a certain way. I will not hurt my group members or members of other groups physically or emotionally. If a group member is being unkind or unprofessional, I promise to let them know in a kind and careful way. If I am not sure how to approach a situation or how to behave, I will get ideas a teacher about how to take care of things appropriately. If I am not sure if something I say or do could hurt someone emotionally or physically, I will discuss it with a teacher before I say or do it.

...give my personal best. This project will only succeed if all members of my group are participating actively, focused on the task at hand, ready to go the extra mile, and putting in their full effort at all times. I will do this and expect it from my group members as well.

...be flexible (listen). I am aware that things cannot always happen MY way. I will listen to the ideas of my group members. I will try things that are not my idea sometimes, even if I think there might be a better way to do it. Even if I think I am right, I am willing to try something else.

...be open (share). I will share the ideas I have with my group. If they seem not to listen, I will repeat my ideas calmly and kindly. I may not always get my way, but I will make sure my group knows what I think. I will not let this project happen with NO input from me.

...be correctable. If a member of my group approaches me with a concern about my effort, my behavior, or my choices, I will listen calmly and think about what they are saying. I will do my best to make a change if it seems necessary. I will talk to a teacher if I am not sure how to respond or if I am not sure that a change should happen.

...hold my group members accountable. If a member of my group is not keeping the promises in this contract, I will give them a verbal warning. I will also make a note about this verbal warning and keep it in my group's drawer. When I give a warning, I promise to explain why and suggest one thing that the group member could do differently to begin keeping the contract promises again. If my group has to give more than one warning in a class period to the same person, I promise to let a teacher know and have them sit in on the conversation. If my group decides a member has had too many warnings and will not make changes, I promise to kindly, and with the participation of a teacher, begin a discussion about asking that person to leave the group. If they are asked to leave, they must start over and do the entire project alone.

Signatures and printed names of group members:

Date

You can use these questions to guide your research. You should also write down or bookmark any OTHER information that you think is important or interesting. Your goal is to make a compelling PSA, so find information that will help you do that. How can you convince people to protect themselves from this disease? Why should they listen to you? What will people respond to? You might not answer all of these questions, or you might answer them all and then some. These are simply a help if you don't know where to start or what to do. (square = easiest, circle = easy, leaf = thinker, heart = challenging)

- What is the name of this disease?
- How did this disease get its name?
- What causes this disease?
- What are the symptoms of this disease?
- How can someone get this disease? (all the ways you can find)
- Can the disease be treated? How?
- Can the disease be cured? How?
- About how many people are affected by this disease in the U.S.? How about world wide? Are there places where people are more likely to have this disease? Where? What kind of person is most likely to get it?
- Describe what it would be like to have this disease (write a story about a time you had this disease or interview someone who has had it or has it now) How did/does it feel? What happened/is happening to your body? What kinds of medical treatment did/do you need? Did/Do they work? What was/is the worst thing about it? How did you get it? Do you think having this disease has changed your life? How?
- Describe the cell that causes the disease – how is it similar to and different from healthy human cells? Find AS MANY similarities and differences as you can!
- What type of cells in a human are AFFECTED or HARMED by this disease?
- What kinds of things should people who have this disease know?
- What kinds of things should people who DON'T have this disease know about it? (How to keep from getting it, etc.)
- What bad things does the disease do to the human cells?
- Why is each of those things bad for the cell?
- Can people protect themselves from this disease? How?
- Can people make choices that make their lives less horrible while they have this disease? What are they?
- 4. What parts of a healthy human cell are affected? Why is that bad? (What does that cell part do, or what CAN'T it do once it is affected by the disease?)
- 4. Does the disease kill healthy human cells? How? Describe it in detail! If there are words you don't understand, find out what they mean.

Good Websites to Start With

Diseases:

www.cdc.gov

<http://www.mayoclinic.com/health/DiseasesIndex/DiseasesIndex>

http://www.medicinenet.com/diseases_and_conditions/article.htm

http://www.bam.gov/sub_diseases/index.html

http://kidshealth.org/teen/diseases_conditions/

Cells:

<http://www.cellsalive.com/>

http://www.biology4kids.com/files/cell_main.html

http://www.ncbi.nlm.nih.gov/About/primer/genetics_cell.html <http://web.jjay.cuny.edu/~acarp/NSC/13-cells.htm>

<http://learn.genetics.utah.edu/content/begin/cells/insideacell/>

<http://www.kathimitchell.com/cells.html>

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http://www.bam.gov/sub_diseases/index.html

http://kidshealth.org/teen/diseases_conditions/

Cells:

<http://www.cellsalive.com/>

http://www.biology4kids.com/files/cell_main.html

http://www.ncbi.nlm.nih.gov/About/primer/genetics_cell.html <http://web.jjay.cuny.edu/~acarp/NSC/13-cells.htm>

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Cell Model Checklist/Rubric

• <u>All parts from Cell-vivor are present</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
• <u>Each part is labeled</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
• <u>The parts in are in the right place</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
• <u>The model is 3-D</u>	<u>0</u>					<u>5</u>			<u>-</u>
• <u>Creativity</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>			
• <u>Neatness</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>			
• <u>Evidence of Collaboration</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>			

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• <u>What would happen to the cell without this part?</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	
• <u>Why would this happen?</u>		<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
• <u>Interesting Motto</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	
• <u>Creative Poster (color, visuals, etc)</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	
• <u>Spelling</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	
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What do the different parts of the cell do?

Name of Cell Part	Job of Cell Part	Why is this important?
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

PSAs are effective ways of raising public awareness about an issue, recruiting volunteers, and informing the public of an upcoming event. PSAs are messages “in the public interest” that are usually run for nonprofit organization about programs and services that will benefit a community.

You should have clear objectives for your PSA campaign and a specific audience in mind. Ads should be memorable, relevant, and believable, and they should provide information that audiences can act on, rather than just generate name recognition or public awareness.

Remember that hundreds of PSAs are viewed by audiences, think about how to get them to remember and listen to yours.

What are the key points I want to make?

Discuss your issue. Give the facts, using local, state, and national data.

Explain why the issue is a priority in your community.

Personalize the issue as much as possible.

Being able to tell stories as you share facts will help you communicate

Content

Your PSA has just 30 to 60 seconds to get the message across to your audience. So the message must be brief and get the audience's attention quickly. Sometimes it's best to keep the PSA simple. Other times, convincing your audience might require a more dramatic, engaging approach. Your PSA must use the strongest arguments, the most appealing characters and the right tone and information to persuade the audience to pay attention to the message and act on it.