**Disease Project Presentation**

Group Member(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Disease: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Period:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
| Points | 4 | 3 | 2 | 1 | Total |
| Mode of inheritance | Student correctly identifies and explains the mode of inheritance and includes a pedigree | Mode of inheritance is identified and correctly explained | Mode of inheritance is correctly identified but not explained, or explained incorrectly | Mode of inheritance is not correctly identified |  |
| Disease at Molecular Level | Students correctly identifies the mutation at the DNA level & the protein level, and provides an accurate description of the normal function of the protein & the dysfunctional protein.  | Students correctly identifies the mutation at the DNA level & the protein level, and provides an accurate description of the normal function of the protein or the dysfunctional protein, but not both | Students correctly identifies the mutation at the DNA level & the protein level | Students incorrectly identifies the mutation at the DNA level and/or the protein level |  |
| Disease at the Cell Level | Student identifies affected cell type and discusses the function of the healthy protein in the cell. Student also clearly discusses how the dysfunctional protein affects the cells ability to maintain homeostasis. | Student identifies affected cell type and either discusses the function of the healthy protein in the cell OR discusses how the dysfunctional protein affects the cells ability to maintain homeostasis | Student identifies what type of cells are affected but makes no connection to how the dysfunctional proteins affects the cells ability to maintain homeostasis | Student doesn’t identify what types of cells are affected |  |
| Disease at the Tissue Level | Student identifies tissue type and connects both dysfunctional cells and proteins to the tissue’s ability to maintain homeostasis | Student identifies tissue type and connects either dysfunctional cells or proteins to the tissues ability to maintain homeostasis | Student identifies tissue type but makes no connection to dysfunctional protein or cells  | Student doesn’t identify tissue type (connective, epithelial, muscle, or nervous) |  |
| Disease at the Organ Level | Student identifies the organ and discusses the tissue’s role in a healthy organ, and connects dysfunctional tissues to the organ’s ability to maintain homeostasis | Student identifies the organ and discusses the tissue’s role in a healthy organ, or connects dysfunctional tissues to the organ’s ability to maintain homeostasis | Student identifies the organ but makes no connection to dysfunctional protein &/or tissue’s to the organ’s ability to maintain homeostasis | Student doesn’t identify the organ |  |
| Disease at the Organ System Level | Student identifies organ system and connects dysfunctional organ to the organ system’s ability to maintain homeostasis. Student also connects this information to another Big Idea (matter and energy; evolution; information; interacting systems; structure & function; growth and development…) | Student identifies organ system and connects dysfunctional organ to the organ system’s ability to maintain homeostasis | Student identifies organ system, but makes no connection to the dysfunctional organ and/ or the organ system’s ability to maintain homeostasis | Student doesn’t identify organ system |  |
| Disease at the Organism level | Student identifies 3-5 symptoms/ consequences of disease, and correctly connects all symptoms back to affected level (molecule, cell, tissue, organ, or organ system) | Students lists 3-5 symptoms/ consequences of disease, and correctly connects at least 1 back to affected level (molecule, cell, tissue, organ, or organ system) | Student lists at least 3 symptoms of the disease, but does not correctly connect at least 1 back to affected level (molecule, cell, tissue, organ, or organ system) | Student lists 2 or less symptoms of disease |  |
| Understanding & Content | The students has demonstrated a complete and detailed understanding of the disease and how it affects organisms at every level of organization. The student has no misconceptions about the information | Student has a complete understanding of the information important to the topic, but not in great detail. The student has no more than 1 misconception about the information | Student has an incomplete understanding of the topic, and/ or a couple of misconceptions about the information. However, the student demonstrates a basic understanding of the topic | Student has an incomplete understanding of the topic, and many misconceptions about the information. The student does not demonstrate a basic understanding of the topic |  |
| Oral Presentation | All of the following was observed: a) Students used appropriate volume; b) Students maintained eye contact; c) Students appeared to know what they wanted to say and only used prompts as reminders and not to read to the classAND students kept audience interest and attention with their dynamic delivery of content. | All of the following was observed: a) Students used appropriate volume; b) Students maintained eye contact; c) Students appeared to know what they wanted to say and only used prompts as reminders and not to read to the class | 2 of the following was observed: a) Students used appropriate volume; b) Students maintained eye contact;c) Students appeared to know what they wanted to say and only used prompts as reminders and not to read to the class | 1 or fewer of the following was observed: a) Students used appropriate volume; b) Students maintained eye contact;c) Students appeared to know what they wanted to say and only used prompts as reminders and not to read to the class |  |