

P R O J E C T D E S I G N : O V E R V I E W (Sample)

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Name of Project: Medical Interns	Duration: 3 weeks
Subject/Course: Life Sciences	Teacher(s):
Other subject areas to be included, if any: English Language Arts	

Significant Content (CCSS and/or others)	Life Science – body systems (circulatory system); Writing 5.4 – writing a report (informational text writing) – using evidence (informational text writing); Writing 5.8 – summarizing/paraphrasing research (research to build and present knowledge); Speaking and Listening 5.5 – using visual aids to enhance a presentation; Reading Informational Text 5.7 – evaluating sources and integrating into a presentation to speak knowledgeably (critical thinking)
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21st Century Competencies (to be taught and assessed)	Collaboration		Creativity and Innovation	
	Communication	X	Other:	
	Critical Thinking	X		

Project Summary (include student role, issue, problem or challenge, action taken, and purpose/beneficiary)	In this scenario, students take on the role of medical interns who are asked to help diagnose sick patients and recommend the best treatment plan. They will learn about the various body systems, focusing in on the circulatory system, as they move through the project. Students will collaborate with a medical doctor via video chat, interview mock patients, and engage in research to reach their findings. In teams, they will present their diagnosis and recommendations to a panel of experts, parents, and classmates.
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Driving Question	How can we, as medical interns, recommend the best treatment for a sick patient?
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Entry Event	A medical doctor will talk with students via video chat to request their help to diagnose and treat sick patients and offer resources to get them started on their investigation.
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Products	Individual: Medical report	Specific content and competencies to be assessed: Life Sciences – body systems (circulatory system); Informational writing
	Team: Oral presentation	Specific content and competencies to be assessed: Critical Thinking; Speaking and Listening

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Public Audience (Experts, audiences, or product users students will engage with during/at end of project)	Medical doctor - Entry Event & throughout the project Mock patients - mid-way through the project Experts (e.g. medical doctor, mock patients) - final presentation Parents & classmates - final presentation
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Resources Needed	On-site people, facilities: Computer lab teacher, librarian
	Equipment: laptops, Internet access
	Materials:
	Community Resources: local medical doctors, mock patients

Reflection Methods (Individual, Team, and/or Whole Class)	Journal/Learning Log	X	Focus Group	
	Whole-Class Discussion	X	Fishbowl Discussion	
	Survey		Other:	

Notes: Remember to pick up the case study files from the doctor we are working with prior to the launch of the project.

Whole class discussion during the reflection phase will be a Harkness Discussion.

PROJECT DESIGN: STUDENT LEARNING GUIDE (Sample)

Project: Medical Interns

Driving Question: How can we, as medical interns, recommend the best treatment for a sick patient?

Final Product(s) Presentations, Performances, Products and/or Services	Learning Outcomes/Targets content & 21st century competencies needed by students to successfully complete products	Checkpoints/Formative Assessments to check for learning and ensure students are on track	Instructional Strategies for All Learners provided by teacher, other staff, experts; includes scaffolds, materials, lessons aligned to learning outcomes and formative assessments
<p>Medical Report (individual)</p> <p>Anchor learning target: I can conduct short research projects using several sources to diagnose and treat a sick patient. (W.5.7 - Research to Build and Present Knowledge)</p>	<p>I can identify the parts of the circulatory system. (Life Sciences - Circulatory system)</p>	<ol style="list-style-type: none"> 1. Summary of resources 2. Exit tickets following lessons 3. Lab notes/science journal 4. Quiz 	<ul style="list-style-type: none"> • Teacher model of summary writing/note taking • Science labs on circulation • Interview with MD • Textbook lesson; video
	<p>I can write a report to inform a patient of his/her diagnosis. (Writing 5.4 - Informational text writing)</p>	<ol style="list-style-type: none"> 1. Outline of report 2. Reflective journal writing 3. Drafts of report (peer/teacher feedback) 4. Charrette 	<ul style="list-style-type: none"> • Examination of exemplar papers to determine structure; teacher model • Interview with MD • Writer's workshop, fishbowl modeling of peer critique • Review probing questions; model of charrette
	<p>I can explain my diagnosis using evidence with facts, details, and quotations. (Writing 5.2b - Informational text writing)</p>	<ol style="list-style-type: none"> 1. Summary of resources 2. Drafts of report (peer/teacher feedback) 3. Teacher conference 	<ul style="list-style-type: none"> • Teacher model of summary writing/note taking • Writer's workshop (differentiate for gifted/struggling writers)
	<p>I can summarize or paraphrase information from my research. (Writing 5.8 - Research to Build and Present Knowledge)</p>	<ol style="list-style-type: none"> 1. Summary of resources 2. Quick write assessment 3. Summary sentences on exit tickets 	<ul style="list-style-type: none"> • Teacher model of summary writing/note taking • Writer's workshop (differentiate for gifted/struggling writers) • Small group activity on summary sentences (with EL students)
<p>Diagnosis Presentation (team)</p> <p>Anchor learning target: I can report on a topic in a logical way using details to support my ideas. (S.L. 5.4)</p>	<p>I can use visual aids to enhance the content and message of my presentation. I can respond to audience questions accurately and clearly. (Presentation Skills - Speaking and Listening 5.5)</p>	<ol style="list-style-type: none"> 1. Draft of visual aids (peer/teacher feedback) 2. Fishbowl 3. Charrette 	<ul style="list-style-type: none"> • Examination of exemplar visual aids; watch a student presentation w/ visual aids on video • Questioning techniques lesson w/ partner practice; interview with MD • Review probing questions; model of charrette
	<p>I can evaluate multiple sources on my topic and integrate valid sources into my report and presentation to speak knowledgeably about the topic. (Critical Thinking/Reading Informational Text 5.7)</p>	<ol style="list-style-type: none"> 1. Summary of resources 2. Outline of report 3. Charrette 4. Practice Presentation (peer/teacher feedback) 	<ul style="list-style-type: none"> • Internet search lesson on finding valid sources; small group support • Align evidence and claims in teams; examine exemplar papers • Review probing questions; model of charrette