Exploring Human Body Systems

WebQuest Description: In this webquest students will be exploring seven human body systems. At the end students will make an oral presentation to the class teaching their fellow classmates about a particular body system. Activities will include a powerpoint presentation that will include organs of the system, how certain systems work together, and diseases that can harm the researched system.

Grade Level: 6-8
Curriculum: Science
Keywords: body, body systems, human systems
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Introduction

Mr. Burgess is ready for summer vacation and is having a hard time getting motivated to start the Human Body Systems unit. He has asked you to help by completing the following webquest. For this assignment, you and your classmates will be the teachers, researching and teaching the class about a specific system in the human body. You will use the different websites and your textbook to find specific information about each body system. You will have a research packet provided, as well as this web quest, to guide you in this process. With your findings you will make a powerpoint presentation that will allow you to teach your classmates everything you have learned, as well as a handout for each one of your classmates to help them study.

Tasks

Learning Targets: 1. I can explain how each of the body's organ systems interact to maintain homeostasis. 2. I can use MS PowerPoint program to design and create a presentation. 3. I can use the Internet effectively as a research tool. You are a member of a select team of researchers. The task ahead of you and your team is to investigate a Human Body System; becoming the most knowledgeable of researchers. Each team will be focusing on and researching one system of the human body, and presenting your findings to the class. In addition, your team will create a handout, based on your presentation, to give to your classmates which they can use as a study guide. You will need to work collaboratively with your team, organizing yourselves, use the guidelines on this webquest to keep track of what needs to be done, who will do it, and what time it needs to be completed. It is very important that your presentation is accurate and factual. Good luck and have FUN!

Process

STEP 1: Research
You will be assigned to one of seven groups. In your group you will be researching one of the systems in the body. The systems you can choose to research and learn about are: digestive, endocrine & excretory, circulatory, respiratory, muscular, skeletal (bones), nervous, immune, lymphatic, and integumentary.

*NOTE* endocrine and excretory system together
Once you are assigned a group, you and your partner will begin researching a human body system using the research packet provided to you in class. You and your partner will decide how the research will be conducted, who will complete certain tasks, what resources will be used, etc. You will use this web quest, links provided and your Living Environment textbook to help you find information.

STEP 2: PowerPoint or Prezi
Once your research is complete you will create a PowerPoint presentation that will be shared with the entire class. The information in your presentation must:
* be factual and accurate
* be stated in your own words (no copy & paste)
* have correct spelling, grammar and punctuation
* have ALL sources cited properly (i.e. textbooks, websites, etc)
* contain ALL required elements outlined in your packet and this webquest
* be creative

Each slide of your presentation must follow the outline you were provided in class. Below is a link to a copy should you need it.

STEP 3: Class Handout
After you have created your presentation, you and your partner will be responsible for creating a handout to give to your classmates from which they can use to study from. This handout must be at least 1 page and can be created any way you like, but it must contain the information from your research and presentation.

DIGESTIVE
SYSTEM: http://www.innerbody.com/image/digeov.html
http://www.imcpl.org/kids/guides/health/digestivesystem.html
http://digestive.niddk.nih.gov/ddiseases/pubs/yrdd/
http://hes.ucf.k12.pa.us/gclaypo/digestive_system.html
http://kidshealth.org/kid/htbw/digestive_system.html
http://www.innerbody.com/image/digeov.html
http://www.tvdsb.on.ca/westmin/science/sbi3a1/digest/digdiag.htm
http://yucky.discovery.com/noflash/body/pg000126.html

RESPIRATORY
SYSTEM: http://hes.ucf.k12.pa.us/gclaypo/respiratorysys.html
http://www.livescience.com/22616-respiratory-
## Evaluation

<table>
<thead>
<tr>
<th>Category and Score</th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Proficient 3</th>
<th>Exemplary 4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>The information appears to be disorganized. There is little or no information to support topic.</td>
<td>Information is organized, but bullets in presentation are not well-constructed. The information appears to be disorganized</td>
<td>Information is organized with well-constructed bullet points.</td>
<td>Information is very well organized with well-constructed bullet points and subheadings.</td>
<td>25%</td>
</tr>
<tr>
<td>Amount of information requirement</td>
<td>The information appears to be disorganized. There is very little to no information listed.</td>
<td>All topics are addressed, and most questions answered with 1 sentence about each.</td>
<td>All topics are addressed and most questions answered with at least 2 sentences about each.</td>
<td>All topics are addressed and all questions answered with at least 2 sentences about each.</td>
<td>25%</td>
</tr>
<tr>
<td>Presentation</td>
<td>Some sources are not accurately documented. Sources may be missing. Sources are not documented.</td>
<td>Some sources (information and graphics) are accurately documented, but many are not in the desired format.</td>
<td>All sources (information and graphics) are accurately documented, but a few are not in the correct or desired format.</td>
<td>All sources (information and graphics) are accurately documented in the desired format.</td>
<td>25%</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Many grammatical, spelling, or punctuation errors. More than 5 grammatical, spelling, or punctuation errors.</td>
<td>A few grammatical, spelling, or punctuation errors.</td>
<td>Almost no grammatical, spelling or punctuation errors.</td>
<td>No grammatical, spelling or punctuation errors.</td>
<td>25%</td>
</tr>
</tbody>
</table>

Total Score 100%
Congratulations on completing your webquest and helping Ms. Francis in teaching body systems to your class!

**Teacher Page**

Focus: This WebQuest focuses on the learning standards for 6-8th grade in New York State. The WebQuest was created to meet the New York State Education Department requirements for Living Environment.

The main objective of this WebQuest is for students to understand the function of human body systems, how each one of the systems rely and work with other systems in the human body, diseases and disorders that afflict the different body systems, and ways to keep our body systems healthy.

Objectives: Students will explain the interactions between the circulatory and digestive systems as nutrients are processed by the digestive system, passed into the blood stream and transported in and out of the cell. Students will explain the interactions between the nervous and muscular systems when an organism responds to a stimulus. Students will explain the interactions between the circulatory and respiratory systems in exchanging oxygen and carbon dioxide between cells and the atmosphere. Students will predict the response the body may take to maintain internal balance during an environmental change. Students will explain the cause and effect of diseases on the human body. Students will relate some common diseases to the organisms that cause them and differentiate between infectious and non-infectious.

Students will explain the role of antibiotics and vaccines in the treatment and prevention of diseases. Students will create a presentation.

Time Required: Approx. 2 weeks for completion of the entire unit.

**Standards**
- MST #
- ELA #

**Credits**

**Other**