



INSTITUTO CUMBRES SAN JAVIER
PRIMARY

6°A/B

Project: Body Systems

COMPETENCES (THEMES)		
2:(Speak appropriately) 5:(Generate questions and conduct research using information from various resources to deliver oral and written presentations.) 7: (Read a variety of texts) 9: (Compose meaningful texts applying knowledge of grammar and usage.) 11: (Use of Technology)		
ATTITUDES	PROCEDURES	CONCEPTS
<p>Show enthusiasm about learning through participation and positive attitudes.</p> <p>Students will listen to other presentations respectfully.</p> <p>Express emotions through verbal and non-verbal communication as well as ideas derived from texts read.</p>	<p>After choosing a topic and researching, students will create and fill in graphic organizers.</p> <p>Teams will investigate their resource take notes and make their report and presentation.</p>	<p>Students will write to inform, take effective notes, identify a topic that is interesting, develop a topic with facts, details, examples and explanations, edit for grammar, punctuation, spelling and capitalization and evaluate their own and others´ reports using checklists.</p> <p>In teams students will compare and contrast, analyze fact and opinion, summarize important information, organize events in order, describe and define and identify the main idea in a text.</p>

PURPOSE OF PROJECT: Through the use of technology (Apps: green screen, Arloon, My Incredible Body, canvas, etc.) students will transform the way we see the human body as they develop their artistic and technological potential by exposing four of the main systems, with a wide perspective of their parts, functions, and importance.

Product: Posters and Video

Opening questions: How does my body work?

STAGES OF THE PROJECT	ACTIVITIES	RESOURCES AND MATERIALS		CLASS SESSIONS
		BOOKS	OTHER	
BEGINNING	<p>Choosing teams</p> <ol style="list-style-type: none"> 1. Make teams and have students set their roles. 2. Explain what the project is about and what I expect from them. 3. Give each time a folder for them to write down their tasks. 4. Have teams choose their topic. 	science books	<p>Folders Rubrics</p> <p>I pads</p> <p>Apps: KeyNote My Incredible Body, Arloon Green Screen Canvas</p>	2
DEVELOPMENT	<p>What is the circulatory system? What is the respiratory system? What is the digestive system? What is the nervous system?</p> <ol style="list-style-type: none"> 1. Read pages 27-33. 2. Create a graphic organizer that shows the parts of the system. 3. Use the information in the book to write a sequence of how the system works. 4. Express opinions and facts of how important this system is in our body? 5. Use I pads to reinforce, visualize, and know more about the system parts through the” Arloon” and My Incredible Body apps. 6. Share ideas. Identify the connection with other systems. 7. Create a poster with graphic organizers to show the parts of the system and a sequence of its function. 	Researched information	<p>Color sheets</p> <p>Markers</p> <p>I pads</p> <p>T-shirts</p> <p>Green material or cardboard</p> <p>Apps: KeyNote</p>	6

	<ol style="list-style-type: none"> 8. Search for an image to draw and color the system in a white T- shirt. 9. Search for information to answer the following question: What obstacles might we face when our system is not working at its normal beat? 10. Search for information that shows how all systems are connected. 11. Create a video using the green screen app. The video should include: <ul style="list-style-type: none"> - Introduction - Parts of the system - How the system works - Conclusions - Participation of all members 		My Incredible Body, Arloon Green Screen Canvas	
CLOSING AND PRESENTATION OF PROJECT	Prepare oral presentation -Show rubric that will be used to evaluate their presentation and guide students to a good presentation. -Students will present their video -Talk about extra information they found during all their investigations. -Students will talk about their personal experiences. - Students will express their teachings.		I pads Aula Magna	2