

Life in Space

Project objectives.

- Students will creatively present information about how living in space could affect the human body physiologically.
- Timeline three lessons. 90 minutes per lesson

§115.21. Implementation of Texas Essential Knowledge and Skills for Health Education, Middle School.

- §115.22. Health Education, Grade 6
- §115.23. Health Education, Grades 7-8.

13. Student analyzes information and applies critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions.

- B) Relate practices and steps necessary for making health decisions.
- C) Appraise the risks and benefits of decision-making concerning personal health.
- G) Demonstrate time-management skills.

Taking into consideration the TEKS, our specific goals for this project will be:

- Describe physiological and emotional changes that occur during a space expedition and how it influences decision-making.
- 2. Relate practices and steps necessary for making health decisions before, during, and after a space expedition.
- 3. Discuss the risks and benefits of decision-making concerning personal health before, during, and after a space expedition.
- 4. Demonstrate time-management skills plan such as organizing study/homework schedules.

The teacher will develop this unit in 3 lessons of 90 minutes:

1st lesson.

Goal: Project introduction, scientific fun facts research, and project format selection.

In this first lesson, the teacher will introduce the topic using different resources and tools and explain the expectations and requirements to submit the project. (45 minutes)

1. Project timeline: Expectations and project goals for each lesson.
2. Kahoot: the teacher will check the student's prior knowledge about the topic.
3. Guiding questions: Students and teacher will discuss the guiding questions to determine the student's interest in the subject.
4. Presentation of the examples. Comic strip and Space workout program.

4.1 The teacher will present briefly comic strip websites and windows media video editor.

Independent practice:

Students will watch *SciArt Exchange's speaker series videos* suggested in the PowerPoint and will write down at least six scientific fun facts about living in space.

After watching the videos and checking the projects awarded in the SciArt Exchange website, students will decide the format of their project (video, music, paint, drawing...) and how they will represent the three scientific fun facts about living in space.

Students must turn in the project proposal at the beginning of the 2nd lesson.

2nd Lesson Goal: Project development.

The teacher will share and comment on some of the project proposals submitted by students. The teacher will review some of the technology tools mentioned in the past lesson (comic strip website and video editor). Students must keep in mind the goals and expectations for this 2nd lesson.

- After teacher approval, students will work on their project, considering all the requirements explained in the previous lesson.
- The teacher will guide, monitor, and provide feedback during the process.
- Students should almost complete their projects by the end of the 2nd lesson.

3rd lesson: Gallery walk

In the first 30 minutes of the class, students will finish the project and get ready for the presentation.

Students will present their projects to their classmates in a gallery walk; each student will emphasize in the presentation the following aspects:

- Introduction: Name, grade, and group.
- Three scientific fun facts selected for the project.
- The format that students chose to create the project
- Motivation to select that specific format
- Skills used and developed during the creation of the project.
- Difficulties faced during the production and how students solved the situation.

SciArt project: Life in space

Lesson plan

Francisco Jose Munoz Gonzalez

P.E teacher and Spanish teacher

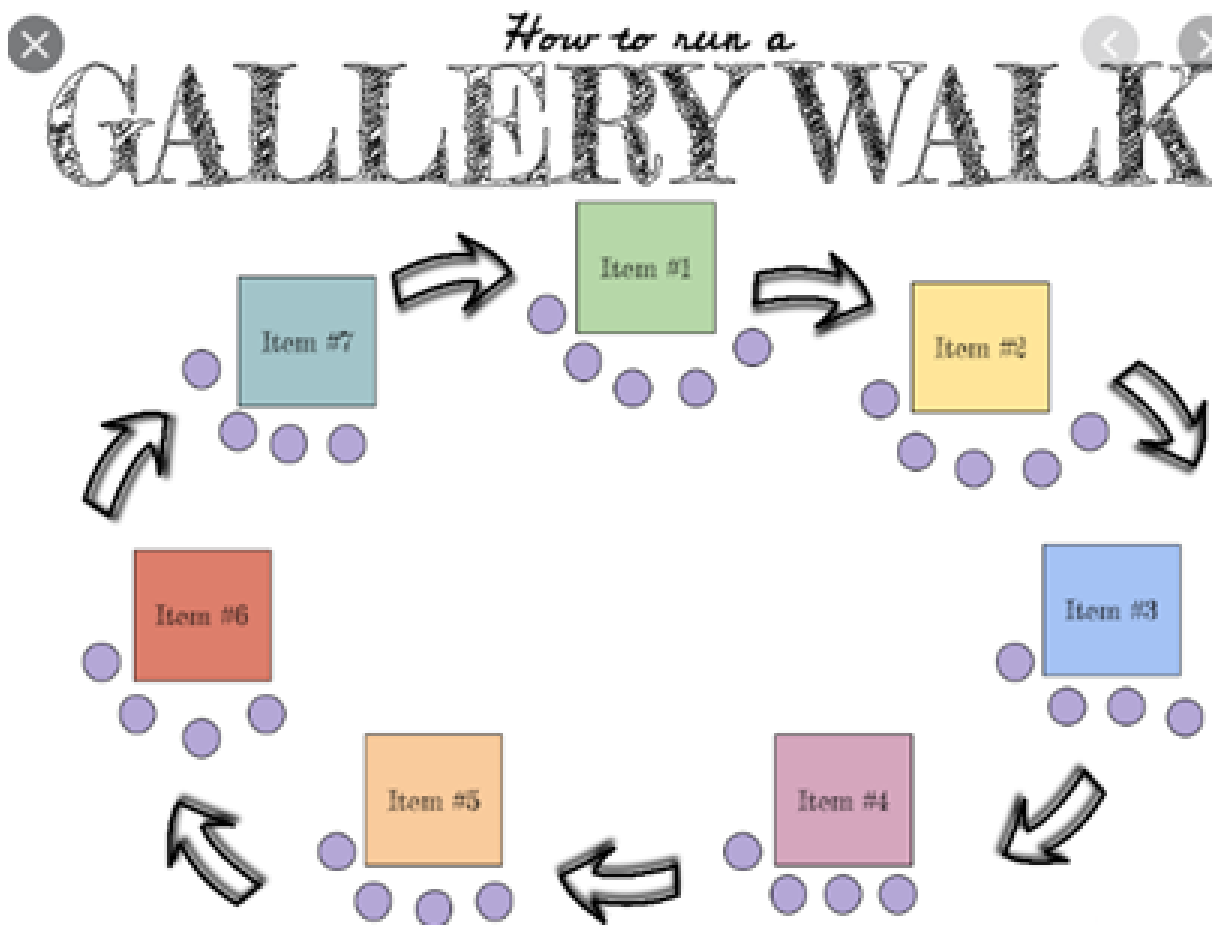
Baylor College of Medicine Biotech Academy at Rusk.



- Overall experience creating and presenting the project.

Sixty minutes of a Gallery walk. Example.

- 24 students/4 rotations/ 6 stations.
- Time per rotation: 12-15 minutes.
- 1:30 min per presentation.
- Students will present their projects six times. Possibility to do a virtual gallery walk via zoom.



Grading rubric example

Category	Accomplished Artist	Developing Artist	Beginning Artist
	30-21	20-10	9-0
Material Application & Techniques	Demonstrates qualities & characteristics of various media, techniques & processes.	Demonstrates some qualities & characteristics of various media, techniques & processes.	Lacks demonstration of qualities & characteristics of various media, techniques & processes.
	30-21	20-10	9-0
Understanding of Content	Insight and depth of content understanding are evident.	Some depth of content understanding is evident.	Lacks content understanding and is clearly a work in progress.
	5-4	3-2	1-0
Completion	Most of the steps are completed to the best of student ability.	Some of the steps are completed but needs finishing touches.	Artwork appears to be a work in progress.
	10-9	8-4	3-0
Tool/Material Responsibility	Demonstrates respectful use of tools and materials.	Demonstrates some respect for art tools and materials.	Demonstrates little or no respect for the art tools and materials.
	15-11	10-6	5-0
Craftsmanship	Artwork reflects deliberate control having good craftsmanship.	Artwork reflects adequate control and having some craftsmanship.	Artwork appears to be a work in progress with little or no control of craftsmanship.
	10-8	7-4	3-0
Creative Process	Expresses original idea and insightful perspectives with an appropriate amount of details.	Expresses original ideas but has few details.	Lacks original idea and has few details.