

## Human System Presentations

Presenters:

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Date:

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Teacher:

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Category	Criteria				Points
	1	2	3	4	
<b>Content Knowledge</b> (description, causes, symptoms, prevention, treatments)	Students do not have grasp of information; cannot answer questions about subject.	Students are uncomfortable with information and able to answer only rudimentary questions.	Students at ease with basic content, but fail to elaborate.	Students demonstrate full knowledge (more than required) with explanations and elaboration.	_____
<b>Image- Organ System</b>	No image provided for the disorder.	Image of organ system provided, but unclear.	Clear image of organ system was provided.	Several images of organ system provided showing details of the disorder.	_____
<b>Organization- Layout</b>	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Students present information in logical sequence which audience can follow.	Students present information in logical, interesting sequence which audience can follow.	_____
<b>Text- Fonts &amp; Grammar</b>	Fonts & format impossible to read. And/or many spelling or grammar errors.	Some difficulty reading fonts & format. And/or minor spelling or grammar errors	Use of fonts & format are clear. Minor/no spelling or grammar errors.	Exceptional use of fonts & format through the use of special effects that clearly emphasize important facts. No spelling or grammar errors.	_____
<b>Presence</b>	Students fails to meet 3 or more criteria from #3. →	Fail to meet 2 criteria from #3. →	Students make eye contact, do not read from a paper, stand straight, use appropriate gestures, & movement.	All of # 3 plus involves audience in presentation appropriately through the use of an interactive review to summarize topic.	_____
<b>Delivery</b>	Students mumble, incorrectly pronounce terms, and speak too quietly for students in the back of class to hear.	Students incorrectly pronounce terms. Audience members have difficulty hearing presentation.	Students' voices are clear. Students pronounce most words correctly.	Students used a clear voice and correct, precise pronunciation of terms.	_____
<b>Preparedness</b>	Presentation delivered on scheduled date.	_____	_____	Students unprepared to deliver presentation.	_____
				<b>Total----&gt;</b>	_____

**Comments:**

## **Content Knowledge**

Describe

- The sequence of events as food moves through the digestive system.
- The role of accessory organs
- The different chemicals and the nutrients they act on
- The sequence of events that lead to the breakdown of a specific nutrient
- What happens to that nutrient after it is digested, including why the nutrient is important
- One disorder of the digestive system

## **Image: Organ System**

- Clear image of the disorder discussed for your presentation.
- Be able to explain the abnormality in the image.
- Images that are true to the disorder are a nice touch to a presentation. It helps make a true connection to real life situations!

## **Organization:**

- Clearly state for the audience your strategy in terms of: 1) General description of digestive system, 2) specific information about the parts, and 3) specific information about your nutrient.
- For example, start with general description of digestive system and then narrow your focus to specific parts, then describe your nutrient. Or start with specific parts, discuss your nutrient, then move toward general description as a summary. Just let the audience know what your strategy is!

## **Text- Fonts & Grammar**

- Use a font size that will be clear to read from the back of the classroom.
- Use a maximum of 3 colors per slide. Anything more will be distracting to your audience.
- Use of animation is a great touch! Don't overuse it.

## **Presence**

- Stand up straight.
- Look at your audience, not your notes.

- Use the model as a prop, pointing to appropriate parts.
- Smile, speak with confidence.
- Involve the audience in some way – make a connection!

### **Delivery**

- Speak clearly
- Speak loudly – anyone who can't hear you will give you a low rating!
- Pronounce words correctly.
- Make sense!

### **Model**

- Scaled appropriately- be sure to mention the scale or conversion factor.
- Neat
- Appealing to the eye.
- All parts should be connected.
- Know how your model is different from the real digestive system.