

# P R O J E C T C A L E N D A R

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**Project:** Medical Interns

**Time Frame:** 4 weeks

M O N D A Y

T U E S D A Y

W E D N E S D A Y

T H U R S D A Y

F R I D A Y

## P R O J E C T W E E K O N E

### Notes

Entry Event:  
\*Skype session with Dr. Cruzan – He will give students the case study and answer initial student questions.

Complete the “need to know” chart

HW: Generate a list of questions to ask the “patient.” will use to inform research and Q&A session with Dr. Cruzan in week 2

Students sort the Need to Know questions into categories. Teacher places students into inquiry teams and assigns categories for research.

Team builder activity and team agreements

Writing:  
Internet Lesson from Google Educators (Common Craft video on Google Search) – selecting valid sources and search tips

Science:  
\*Lab Investigation – The Circulatory System – Students record notes in their science journals  
\*Formative assessment: Quick check of notes during the lab investigation  
\*Work time - research symptoms and possible causes  
\*Formative assessment: Resources list with summary of findings

Writing:  
\*Introduce rubric for the medical report and have the class help generate an outline for the report  
\*Formative assessment: Provide feedback and support on identifying valid sources, as needed to teams  
\* Writer’s Workshop: small group support with understanding resources (reading comprehension)

Science:  
\*Small group lesson on veins and arteries for Team A & C  
\*Whole class – video on circulatory system and intro chapter 4 as a resource  
\*Formative assessment: exit ticket  
  
Team work – analyze patient data and research findings  
  
Writing:  
Individually – begin filling in the outline of the medical report

## P R O J E C T W E E K T W O

### Notes

Writing:  
\*Students review exemplar research papers to determine structure  
\*Research and work time  
  
Speaking & Listening:  
\*Whole class activity on writing effective questions in preparation for Dr. Cruzan  
  
Science:  
\*Review resources and lab notes with inquiry/presentation team to generate questions for Dr. Cruzan

Writing:  
\*Supporting with evidence lesson: students learn how to take a statement and support it with evidence (e.g., The patient may have heart disease. The symptoms of heart disease are..., matching 8 out of the 9 symptoms reported by the patient.)  
\*Writer’s Workshop: small group lesson on supporting with evidence (EL students)  
  
Science:  
\*Formative assessment: quiz on the circulatory system

Science/Speaking & Listening:  
\*Guest Speaker: Dr. Cruzan to answer student questions and offer advice on the medical report  
\*Formative assessment: reflective journal – I used to think... but now I...  
\*Follow up support based on science quiz results

\*Flex time

Speaking & Listening:  
\*How to ask probing questions  
  
Science:  
\*Formative assessment: in teams, students discuss initial findings and rule out illnesses that do not fit the patient’s symptoms. Teacher evaluates with the Critical Thinking rubric and looks for use of probing questions.  
\*Teams select top 2 possible diagnoses for the patient and/or identify additional questions that need to be answered to make that determination

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MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PROJECT WEEK THREE				
Notes				
<p>Writing:</p> <p>*Writer's Workshop: students continue working on draft &amp; meet teacher for mini-conferences and/ or small group lessons on areas of need</p> <ul style="list-style-type: none"> <li>• Gifted – using quotes effectively</li> <li>• EL – vocabulary support &amp; sentence stems</li> <li>• Struggling writers –summary writing (teacher model)</li> </ul> <p>Work time – medical report</p> <p>Science: Provide resources as needed to answer student questions</p>	*Flex Time	<p>Writing:</p> <p>*Review of writing a summary (teacher model)</p> <p>*Work time – medical report</p> <p>*Formative Assessment: Rough draft due of the medical report</p> <p>Speaking &amp; Listening:</p> <p>*Introduce the presentation format. Watch video of student presentation and evaluate using the presentation rubric. Discuss use of visual aids.</p> <p>*Work time – Begin drafting the presentation for panel.</p>	<p>Writing/Speaking &amp; Listening:</p> <p>*Fishbowl modeling of critique</p> <p>*Formative assessment: Peer critique of the medical report using rubric</p> <p>Work time – presentation</p>	<p>Speaking &amp; Listening:</p> <p>*Review probing questions in preparation for Charrette</p> <p>*Presentation Prep – students present to a small group of students (3-4) and receive feedback on their presentation. Audience uses Charrette and the presentation rubric to give presentation feedback</p> <p>Writing: Work time – medical report</p>
PROJECT WEEK FOUR				
Notes				
<p>*Final work time</p> <p>*Presentation prep</p>	<p>*Summative assessment: Medical report due</p> <p>*Final presentation prep</p>	<p>*Presentations to panel – panel (students, teacher, Dr. Cruzan, and another adult expert) evaluates team presentations based on presentation rubric</p> <p>*Teacher evaluates critical thinking during question and answer section of the presentation for ability to justify</p>	<p>*Presentations to panel – panel evaluates team presentations based on presentation rubric</p> <p>*Teacher evaluates critical thinking during question and answer section of the presentation for ability to justify</p>	<p>*Round table discussion of the project, process, and significant learning</p> <p>*Summative assessment: final unit test on the circulatory system</p> <p>*Summative assessment: Evaluate self and peer using the collaboration rubric</p>