**Due Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Comparative Anatomy Project**

**Objective**: You and your partner’s assignment is to create a model that compares 2 body systems in an animal’s to the same body systems in a human.

**Your final product will include the model and other information to be presented in a platform of your choosing (iMovie, Prezi, poster, PowerPoint, Song, etc.).**

1. Choose any animal from one of the following groups of animals- invertebrates, fish and amphibians, reptiles and birds. You may not select the same animal as anyone else in class.

Examples:

* Invertebrate: annelids (worms), mollusks (snails, clams), arthropods (spider, insects), echinoderms (star fish)
* Fish and Amphibians: (trout, sea horse, shark, frogs, salamanders)
* Reptiles: (turtles, bearded dragons, snakes)
* Birds: (bald eagles, ducks, finches)

My animals are: Human and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. See your teacher for the two body systems that you will research in your animal and in humans. 

My two Body Systems are: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**Presentation Requirements**:

1. Identify and describe the relevant parts (cells, tissues, organs) of each body system for a human and the animal that you have selected.
2. Describe the processes (e.g., transport of fluids, motion) of each body system for a human and the animal that you have selected.
3. Describe how the parts and processes contribute to the overall function of the organisms.
4. Include 3 amazing facts about each of your body systems.

**Model**

1. Illustrate how the two body systems interact, affect one another and affect the overall function of the organism.
2. Explain the accuracy and limitations of the model you created to show the interactions between the 2 body systems that you were given.



**Scientific models AREN’T ART projects! Art projects are great, but they serve a different purpose –Constructing conceptual/physical models (e.g., Jell-O models of the cell) reinforce ideas but doesn’t allow students to advance their ideas and consider how the model works with respect to evidence and theory. The model must be useful for helping predict or explain a system. If the model is only descriptive and doesn’t help to answer a question about how, or why, then it isn’t a scientific model.**

**Human Body Systems**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Body System** | **Parts (cells, tissues, and organs)** | **Description of Each Part** | **Processes/Functions**  | **3 Amazing Facts** |
|  |  |  |  |  |
|  |  |  |  |  |

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Body Systems**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Body System** | **Parts (cells, tissues, and organs)** | **Description of Each Part** | **Processes/Functions**  | **3 Amazing Facts** |
|  |  |  |  |  |
|  |  |  |  |  |