The Adolescent Brain Task

Name: Advisory: Due Date: Friday week 9

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| **Science** |
| LEARNING INTENTIONS |
| Students explore ways in which the human body as a system responds to its external environment. |
| CONTENT DESCRIPTORS |
| [**ACSIS174**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACSIS174) Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate [scientific language](http://www.australiancurriculum.edu.au/glossary/popup?a=S&t=scientific+language), conventions and representations.  |
| ACHIEVEMENT STANDARDS |
| Use appropriate language and representations when communicating their findings and ideas. |

Right now your brain is going through the most extraordinary changes. This affects your behaviour and thoughts. This task will require you to explore those changes and the effect they have on your behaviour.

* In this scientific report, you will consider your own behaviour and thoughts at school and home. You will conduct research based on the following statement:

**‘Explain how changes in the adolescent brain can affect the body systems and in-turn your feelings and behaviour’**

* Write a 300 word (absolute minimum) report that includes labelled diagrams (minimum of 3) and a bibliography exploring your adolescent brain.
* Include an Introduction, Main Body and Conclusion (see below for more detail).
* An exemplar is attached and videos are on the website to help you.

**Structure of your report**

**Introduction** – State the topic of the report and outline the main points you are going to be discussing in the

 body of the report

**Body –** Each paragraph should focus on one topic.

* Include a title for each paragraph
* Use TEEL (topic sentence, evidence, explanation, linking sentence)

**Conclusion** – Summary of the main points you made in the body of your report

 - No new information

You must write your report in third person (state the information. **Do not** use I/we)

**Achievement Standards Rubric**

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|  | A | B | C | D | E |
| Structure | Report has very clear introduction, main body and conclusion. | Report mostly has an introduction, main body and conclusion. | Report has some elements of an introduction, main body and conclusion. | Report has little evidence of an introduction, main body and conclusion. | No Structure evident. |
| Scientific understanding | The report clearly describes the differences in feelings and behaviour and uses the science of the brain and body systems to explain these. | The report somewhat describes the differences in feelings and behaviour and uses the science of the brain and body systems to explain these. | The report only partially describes the differences in feelings and behaviour and uses the science of the brain and body systems to explain these. | The report poorly describes the differences in feelings and behaviour and uses the science of the brain and body systems to explain these. | No description  |
| Language | Consistent use of relevant language | Use of relevant language | Use of appropriate language | Little use of appropriate language | Poor language |
| Diagrams | Includes 3 or more diagrams that are clearly labelled and highly relevant to the report. | Includes 2 diagrams that are labelled and relevant to the report. | Includes 2 diagrams that may be labelled have some relevance to the report. | Includes a minimum of 1 diagram that maybe labelled. | No diagrams |
| Evidence | Uses detailed and appropriate evidence from a *range* of sources. Bibliography is in the accepted format. | Uses evidence from a range of sources. Bibliography is in the accepted format. | Evidence and sources lack detail. Includes some bibliographical evidence. | Evidence and sources are limited. Includes incomplete bibliography or not in the accepted format. | Sourcing is incorrect, insufficient or limited.No score = No evidence |