**Student Investigation:**  Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Comparing Circulatory Systems

Until now, you've focused on understanding the human circulatory system; however, it's important to note that circulatory systems across animal’s exhibit diversity. While the fundamental function of these systems remains consistent across different organisms, variations exist in their structure and components.

**YOUR TASK:**

1. You will select, and then research, the circulatory system of an animal from one of the following categories: insects, birds, amphibians, or fish.
2. You will present your research in a form of your choosing – see below.
3. On presentation day, you will swap-and-share your findings with two of your peers in triad-group presentations.
4. You will provide and receive peer constructive feedback during the sharing process.

**Select from the following options:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Select a topic to investigate:** | |  | **Select a way to present your learning:** | |
|  | Insect |  |  | Poster / Infographic |
|  | Bird |  |  | PowerPoint Presentation |
|  | Amphibian |  |  | Graphic organiser |
|  | Fish |  |  | Blog / magazine article |
|  | Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  | Short video |
|  | |  |  | Podcast |
|  |  | Model / diorama |
|  |  | Illustration |
|  |  | Educational colouring-in page |
|  |  | Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Brief overview of what you plan to do:**

I will investigate the topic of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

I will present my learning by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

**Background research:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Key word:   |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | Notes:   |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |
| Diagrams: |