

# Collaboration

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This week extends through Friday. This provides for a robust opportunity to perform a collaborative/team assignment. You have been assigned to team and will be provided a one-page handout describing high-level information regarding collaboration.

In addition, you will participate in an “*Introduction to Collaboration.*” Refer to topic [Technique 16.1](#) found at the [HoneycuttScience.com](#) web site listed on the Cross-Content Index page. The schedule for this week is as follows:

Day	Actions	Deliverable by End of Class
Monday	<ul style="list-style-type: none"><li>• Complete packet 16.1</li><li>• Assign roles</li><li>• Agree on plan for the week</li></ul>	List of team members with defined roles
Tuesday	<ul style="list-style-type: none"><li>• Complete a “Conceptual Model”</li><li>• Begin work on “Logical Model”</li></ul>	One-page conceptual model
Wednesday	<ul style="list-style-type: none"><li>• Continue Logical Model Detail</li></ul>	Completed DRAFT text detail with citations Completed DRAFT math graphs Completed DRAFT “7 diagrams”
Thursday	<ul style="list-style-type: none"><li>• Prototype a portion of deliverable</li><li>• Begin production of final product</li></ul>	Improved conceptual model in the form of a prototype
Friday	<ul style="list-style-type: none"><li>• Complete final product</li></ul>	Completed large poster Completed text detail with citations Completed math graphs with explanations Completed diagrams with explanations Completed team evaluations

**Note that the final deliverable is due at the end of class on Friday. There are no exceptions to this for this specific team assignment.**

*Your team must complete the defined deliverable by the end of each day as described here. You may begin working on the next day’s actions and deliverables if you choose – but only after the designated day’s deliverables have been submitted to and accepted by your instructor.*

*This project is “time-boxed.” Some students may become frustrated to complete the deliverables on-time. Reasons for this include an insistence on a particular level of quality – or because their ideas may not be sufficiently reflected in the product.*

*Other students may want to rush-through each step without paying enough attention toward quality. This can also be frustrating to other team members. Managing through the tension and conflict is an important learning experience in collaborative activities. Each student (and each team) must find a way to “get through the conflict and differences” so that the team can achieve its deliverables on time.*

## Physical Science

Earth and its atmosphere can be described in terms of layers. Earth Science Topic 42 covered this subject.

Create the final deliverables so that your team answers the following critical thinking questions:

1. Why is it relevant that Earth has layers?
2. Why is it relevant that Earth's atmosphere has layers?
3. By better understanding the layers of Earth and its atmosphere, how should individuals, communities, and countries work together in maintaining care of the planet?

## Biology

While physiology applies to plants and animals of all types, it is a particularly interesting subject related to the human body. Biology Topic 42 covered this subject.

Create the final deliverables so that your team answers the following critical thinking questions:

1. Why is it relevant to understand physiology in terms of "systems"?
2. Why is it relevant that the human body has similarity to other mammals?
3. By better understanding the physiology of humans, how can humans improve the overall health and well-being of populations across the planet?

## Earth Science

Most elementary students and middle-school students learn about our Solar System in general terms. Earth Science Topic 42 covered the basics of our Solar System.

Create the final deliverables so that your team answers the following critical thinking questions:

1. Why is it relevant to understand our Solar System?
2. Why is it relevant that Earth is the only known location of life in the Solar System/universe?
3. By better understanding our Solar System, how can people's perspectives be shaped to think in terms of their personal impact on Earth and of life?

## Chemistry

You have covered several large topic-groupings in Honeycutt Science so far. Considering what you have learned, how might you have been better prepared to "go deep" into chemistry subjects – had the opportunity been given to you.

Think through what it was like to be in 5<sup>th</sup> and 6<sup>th</sup> grade. What would have been valuable to you during those years as a student? How did you like to learn?

As a team create a small book that is publishable through CreateSpace targeting 5<sup>th</sup>/6<sup>th</sup> grade students.