



Name: \_\_\_\_\_ Date: \_\_\_\_\_ Group: \_\_\_\_\_

## Balancing the Body

**Mission:** Create a diagram that shows how the body uses feedback mechanisms to maintain homeostasis.

To complete your mission, include the following:

1. An accurate diagram showing the stages of a particular feedback mechanism.
2. Labels on the diagram.

Materials:

- Paper
- Drawing materials
- Computer with internet (for research if necessary)

Procedure:

1. Select a feedback mechanism. One example is temperature regulation.
2. Create a schematic (a symbolic diagram) that shows how the body regulates its inner environment to respond to external changes.
3. Be specific in identifying the particular chain of reactions that occur. Use arrows to identify order.
4. Label the following:
  - a. Receptor
  - b. Effector
  - c. Control center
5. Identify the mechanism as positive or negative, and identify the body system that controls the feedback mechanism.

### Mission Assessment Questions

1. In your own words, describe the difference between positive and negative feedback.

\_\_\_\_\_

2. Which body system controlled the response mechanisms? How did you identify this?

\_\_\_\_\_

3. What are the roles of internal feedback mechanisms in maintaining homeostasis?

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## Rubric and Grade Sheet

Category	Exceeds Expectation s 3 points	Meets Expectation s 2 points	Below Expectation s 1 point	Score	Teacher Comments
Content Mastery	Included details on all components and key concepts	Included some details on most components and key concepts	Included few to no detail on components and key concepts		
Vocabulary	Student correctly used all vocabulary and supported all content	Student correctly used most vocabulary and supported most content	Student correctly used little to no vocabulary and supported no content		
Product	Final product is attractive, and all components are easily identified	Final product is somewhat attractive, and most components are easily identifiable	Final product is not presented well, and all components are difficult to identify		
Oral Presentation (optional)	The student can clearly dialogue about the project and is able to convey ideas in an organized manner	The student can somewhat dialogue about the project and can somewhat convey ideas in an organized manner	The student cannot clearly dialogue about the project and does not convey ideas in an organized manner		