Genetic Disorders/ Diseases

You will be creating an animated video presentation over a genetic disorder. You must create your video on one of the following sites: [www.powtooon.com](http://www.powtooon.com) or [www.digitalfilms.com](http://www.digitalfilms.com). You must answer the following questions in your presentation:

1. Name of your genetic disease/disorder
2. Causes; why would someone inherit this disease or disorder?
3. Who typically gets this disease? Age, race, sex, type of person..
4. How would a doctor know if a person has this disease/ disorder? Symptoms?
5. Treatment? What can be done? What is the person’s chance for living?
6. What other facts have you found?
7. List your resources in a bibliography.

Suggested Topics:

1. Klinefelter syndrome
	1. <http://kidshealth.org/teen/diseases_conditions/genetic/klinefelter.html>
	2. <http://learn.genetics.utah.edu/content/disorders/chromosomal/klinefelter/>
	3. <http://www.mayoclinic.org/diseases-conditions/klinefelter-syndrome/basics/symptoms/CON-20033637>
2. Down syndrome
	1. <http://www.mayoclinic.org/diseases-conditions/down-syndrome/basics/definition/con-20020948>
	2. <http://www.onhealth.com/down_syndrome/article.htm>
	3. <http://ghr.nlm.nih.gov/condition/down-syndrome>
3. Hemophilia
	1. <http://ghr.nlm.nih.gov/condition/hemophilia>
	2. <http://www.mayoclinic.org/search/search-results?q=hemophilia>
	3. <http://diseaseinfosearch.org/site/index>
4. Sickle cell
	1. <http://www.mayoclinic.org/search/search-results?q=sickle%20cell%20anemia>
	2. <http://kidshealth.org/teen/diseases_conditions/blood/sickle_cell_anemia.html>
	3. <http://diseaseinfosearch.org/site/index>
5. Cystic fibrosis
	1. <http://diseaseinfosearch.org/site/index>
	2. <http://www.cff.org/>
	3. <http://kidshealth.org/kid/health_problems/heart/cystic_fibrosis.html>
6. Male pattern baldness
	1. <http://www.nlm.nih.gov/medlineplus/ency/article/001177.htm>
	2. <http://www.healthline.com/health/male-pattern-baldness#RiskFactors3>
7. Huntingtons disease
	1. <http://diseaseinfosearch.org/site/index>
	2. <http://www.hdsa.org/>
	3. <http://www.ninds.nih.gov/disorders/huntington/huntington.htm>
8. Achondroplasia
	1. <http://www.healthline.com/health/achondroplasia#Overview1>
	2. <http://kidshealth.org/teen/diseases_conditions/growth/dwarfism.html>
	3. <http://www.medicinenet.com/achondroplasia/article.htm>
9. Albinism
	1. <http://diseaseinfosearch.org/site/index>
	2. <http://kidshealth.org/kid/health_problems/skin/albinism.html>
10. Alzheimers
	1. <http://diseaseinfosearch.org/site/index>
	2. <http://www.alz.org/>
	3. <http://www.mayoclinic.org/diseases-conditions/alzheimers-disease/basics/definition/con-20023871>
11. Colorblindness
	1. <http://diseaseinfosearch.org/site/index>
	2. <http://kidshealth.org/kid/talk/qa/color_blind.html>
12. Cri du chat
	1. http://diseaseinfosearch.org/site/index
13. Tay-Sachs
	1. <http://www.taysachsdisease.com/>
	2. <http://ghr.nlm.nih.gov/condition/tay-sachs-disease>
	3. <http://www.ninds.nih.gov/disorders/taysachs/taysachs.htm>
14. Phenylketonuria (PKU)
	1. <http://www.mayoclinic.org/diseases-conditions/phenylketonuria/basics/definition/CON-20026275>
	2. <http://diseaseinfosearch.org/site/index>
15. DiGeorge Syndrome
	1. <http://byebyedoctor.com/digeorge-syndrome/>
	2. <http://diseaseinfosearch.org/site/index>
	3. <http://ghr.nlm.nih.gov/condition/22q112-deletion-syndrome>
	4. <http://www.digeorgesyndrome.net/>

**Due Date:** October 23, 2014

The name of my Genetic Disorder is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My Partner’s Name is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Oral Presentation Rubric : Genetics Disorder Project** |
| Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
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| CATEGORY | 5 | 4 | 3 | 2 |
| Preparedness | Student is completely prepared and has obviously rehearsed. | Student seems pretty prepared but might have needed a couple more rehearsals. | The student is somewhat prepared, but it is clear that rehearsal was lacking. | Student does not seem at all prepared to present. |
| Listens to Other Presentations | Listens intently. Does not make distracting noises or movements. | Listens intently but has one distracting noise or movement. | Sometimes does not appear to be listening but is not distracting. | Sometimes does not appear to be listening and has distracting noises or movements. |
| Speaks Clearly | Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. | Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word. | Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word. | Often mumbles or can not be understood OR mispronounces more than one word. |
| Vocabulary | Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience. | Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them. | Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience. | Uses several (5 or more) words or phrases that are not understood by the audience. |
| Posture and Eye Contact | Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation. | Stands up straight and establishes eye contact with everyone in the room during the presentation. | Sometimes stands up straight and establishes eye contact. | Slouches and/or does not look at people during the presentation. |
| Volume | Volume is loud enough to be heard by all audience members throughout the presentation. | Volume is loud enough to be heard by all audience members at least 90% of the time. | Volume is loud enough to be heard by all audience members at least 80% of the time. | Volume often too soft to be heard by all audience members. |
| Uses Complete Sentences | Always (99-100% of time) speaks in complete sentences. | Mostly (80-98%) speaks in complete sentences. | Sometimes (70-80%) speaks in complete sentences. | Rarely speaks in complete sentences. |
| Content | Shows a full understanding of the topic. | Shows a good understanding of the topic. | Shows a good understanding of parts of the topic. | Does not seem to understand the topic very well. |