

**Post evaluation of NDIA ACCEL Grant**

**Ms. Mikel**

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The program was everything I could have hoped for. The following objectives were accomplished:

- Promotes interest and passion in science
- Makes science more fun to learn
- Demonstrates real life application of science
- Exposes students to representative science career fields
- Significant use of "hands on" activity
- Age of students to benefit - 11 and 12th grade anatomy and physiology students
- Number of students to benefit: there were 120 students benefiting from this program.

Twelve labs in One by building the Human Body from ground up.

The program encouraged students to apply for a scholarship in pre-med at Florida's Universities. We were able to accomplish the 12, full-lab as based according to body functions, and focuses on the body working together to promote homeostasis. For approximately 120 individuals - 11th through 12th graders in Advance Anatomy and Physiology pursuing careers in the health professions, this 12 in one lab contain concise synopses of broad anatomical and physiological topics. Essential laboratory exercises included hands-on lab experience by combining each system into one "Human Being." Key terms with phonetic pronunciations help build vocabulary. This ongoing lab provided practice through several types of activities and games for learning from building the anatomy and physiological body. Instant feedback helped the student learn more quickly by explaining why an answer is correct or incorrect with hands on building of the human body and its 11 systems. There was an increase in science FCAT scores from the previous year. I believe there is a correlation in the interest that this program stimulated in increasing the science scores in the upper level programs. The following instructional strategies were able to employed helping the student learn the material as students were building the human body. Direct instruction, Indirect instruction, Interactive instruction, Experimental learning, Guided and independent study, Chapter Exams, Application, Inquiry approach, Simulations, Questioning skills, and Case Histories. During the year, we consider the increasing levels of complexity of the human body, beginning with the basic structure of atoms, and progressing to molecules and molecular processes; how the molecules are organized to form cellular organelles, how the organelles function together to form the smallest living unit - the cell; organization of cells into tissues which combine to form organs. We began our study of organ systems with the integumentary, skeletal, muscular, nervous and sensory systems. Because of this project, the engineering university of Emory Riddle donated a "smart board" to our class to assess the computer end of science with building the mechanical man. Thank you to NDIA for allowing this opportunity to bring science in a realistic manner to our students and continuing the progress in developing other science majors.