**Genetic Disorder Brochure Project**

Create a tri-fold brochure for a doctor’s office waiting room. The brochure should provide patients with information about one of the genetic disorders on the list provided. Assume that most of the patients in the waiting room are adults with a typical high school science background.

The brochure should be creative as well as informative. You want people to pick it up and read through it. Be sure to include accurate, up-to-date information and graphics that illustrate important ideas.

You should reference at least four sources of information on a separate “works cited” pages to hand in along with your brochure.

***Brochure***

After researching the disorder, make an informational pamphlet that could be given to patients. The pamphlet must be be no larger than 8.5 X 11 unfolded. This brochure should be of professional quality. It must fully inform the reader of all issues pertaining to the genetic disorder. Use the questions provided on the next page to guide your research. Your brochure will be grades based on accuracy, completeness, and creativity. You will also be graded for time on task and completion of the task. A rubric in on the last page. Visual representations (pictures, graphs, etc.) should be incorporated into the brochure. Give credit for graphics you did not make yourself.

***Works Cited Page***

You will need to prepare, on a separate sheet, a works cited page that identified all sources used to make the brochure. At least four sources are required for this project. More than four is acceptable, and encouraged. Do not just list websites: list the author, title, date, etc.

***Possible Internet Sources:***

* Online Mendelian Inheritance in Man
* Center for Disease Control Genetic Information
* International Birth Defects Information Systems
* National Center for Biotechnology Information
* Genetic Alliance
* Howard Hughes Medical Institute
* National Institute of Health Office of Rare Diseases
* Genetics Education Center

**Use the following questions as a guide, to the type of information you will need for your brochure.**

* What other names are there for this disorder? (any common names?)
* What causes the disorder? (ex. mutation, nondisjunction)
* What gene or chromosome is affected by this disorder? (ex. X, Y, #21)
* Are there prenatal tests for this disorder?
* What are the symptoms?
* What population is affected? Can anyone be a candidate for the disorder?
* How is it inherited? (Is it sex-linked, recessive, and/or dominant?)
* What kind of medical assistance will the affected child need? Will further assistance be needed, as the child grows older? What is the long-term outlook for the child?
* Are there any treatments or cures?
* Could this disorder have been prevented?
* Can this individual have children in the future? Will those children be affected?
* What is the current status of research on this disorder? Is there a cure coming soon?

**List of Genetic Disorders**

1. Adrenoleukodystrophy
2. Albinism, oculocutaneous, Alzheimer Disease, familial, type 5
3. Angleman Syndrome
4. Burkitt’s Lymphoma
5. Cat Eye Syndrome
6. Cri-du-chat (Cat’s Cry Syndrome)
7. Cystic Fibrosis
8. DiGeorge Syndrome
9. Down Syndrome (Trisomy 21)
10. Duchenne Musular Dystrophy
11. Edwards Syndrome
12. Fabry Disease
13. Hemophilia A
14. Hemophilia B
15. Huntington’s Disease
16. Jacobson Syndrome
17. Marfan Syndrome
18. Monsomy 9p or Alfi’s Syndrome
19. Mytonic Dystrophy (Steinert Disease)
20. Neurofibromatosis
21. Patau Syndrome or Trisomy 13
22. PKU
23. Prader-Willi Syndrome
24. Rentinitis pigementosa
25. Rett Syndrome
26. Sickle Cell Anemia
27. Smith-Magenis Syndrome
28. Von Hippel-Lindau Syndrome
29. Wolrf Hirschhorn Syndrome

**Genetic Disorder Brochure Rubric**

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| --- | --- | --- | --- | --- | --- |
| **Category** | **6** | **5** | **4** | **3** | **2** |
| **Content – Accuracy** | All facts in the brochure are accurate. | 90 – 99% of the facts in the brochure are accurate. | 80-89% of the facts in the brochure are accurate. | 70-79% of the facts in the brochure are accurate. | Less than 70% of the facts in the brochure are accurate. |
| **Category** | **4** | **3** | **2** | **1** | **0** |
| **Knowledge Gained** | Student has demonstrated the ability to answer accurately all questions related to the selected disorder. | Student has demonstrated the ability to accurately answer most questions about the selected disorder. | Student has demonstrated a fair understanding about the selected disorder. | Student has demonstrated very little knowledge about the selected disorder. | Student appears to have no knowledge about the selected disorder. |
| **Writing – Organization** | Each section in the brochure has a clear beginning, middle and end. | Almost all sections of the brochure have a clear beginning, middle and end. | Most sections of the brochure have a clear beginning, middle and end. | Some sections of the brochure have a clear beginning, middle and end. | No sections of the brochure have a clear beginning, middle and end. |
| **Writing – Vocabulary** | The student correctly uses required vocabulary and defines words and terms unfamiliar to the reader. | The student correctly uses most of the required vocabulary and defines most words and terms unfamiliar to the reader. | The student attempts to use required vocabulary but uses 1-2 words incorrectly and defines few words and terms unfamiliar to the reader. | The student seldom attempts to use required vocabulary, uses multiple words incorrectly and rarely defines words and terms unfamiliar to the reader. | The student does not incorporate new vocabulary and fails to define words and terms unfamiliar to the reader. |
| **Writing – conventions** | All words are spelled correctly and all sentences are gramatically correct. | One or two words are spelled incorrectly and all sentences are gramatically correct. | One or two words are spelled incorrectly and one or two sentences contain grammatical errors. | Pamplet has multiple spelling and grammatical errors. | Pamplet has numerous spelling and grammatical errors. These errors are too distracting to the reader. |
| **Use of Classtime** | Student consistently uses classtime to complete the brochure ad does not need to be redirected by the teacher ever. | Student uses classtime well to complete the brochure, needing very little redirection by the teacher. | Student needs to be redirected by the teacher often during each class. | Student needs to be redirected by the teacher numerous times each class. | Student needs to be removed from the classroom on 1 or more days. |
| **Project Completion** | Student submits brochure and works cited sheet to teacher by the due date. | Student submits brochure and works cited sheet one or two days after the deadline. | Student submits brochure without a works cited sheet by the due date. | Student submits brochure and works cited sheet 1 week after the deadline. | Student does not submit the project nor a works cited sheet. |

**Total Project Points = 30**