

<b>Unit Title</b>	<b>Cells</b>				
<b>Subject group and discipline</b>	<b>Sciences</b>	<b>MYP year</b>	<b>1</b>	<b>Unit duration (hrs)</b>	<b>18</b>

**Inquiry: Establishing the purpose of the unit**

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context <i>choose 1 and then drill down to exactly which aspect of these the unit will focus on</i></b>
Systems	<b>Interaction</b>	<b>Identities and Relationships</b> Co-operation as a team
<b>Statement of inquiry</b>		
The interactions between components of systems leads to cooperation and competition		
<b>Inquiry questions</b>		
<p><b>Factual—</b>            What are the different parts of a cell?            What are the functions of different parts of a cell?            What are the levels of organisation of an organism?</p> <p><b>Conceptual—</b>            How do cells work together within an organism?            Why are some models better representations of cells than others?</p> <p><b>Debatable—</b>            Are viruses living?            How long could a human survive without a circulatory system/digestive system?</p>		

Objectives	Summative assessment	
<p>Ai outline scientific knowledge</p> <p>Aiii interpret information to make scientifically supported judgments.</p> <p>Biii outline how to manipulate the variables, and outline how data will be collected</p> <p>Biv design scientific investigations.</p> <p>Civ discuss the validity of the method</p> <p>Cv describe improvements or extensions to the method.</p> <p>Diii apply scientific language effectively</p>	<p>Assessment 1 – Working scientifically: write a method for how to use a prepared slide with a light microscope</p> <p>Assessment 2 - To label animal and plant cells and identify functions of cell organelles</p> <p>Assessment 3 - Students will be given a set of cells they have not come across before and be asked to draw conclusion about them based on the knowledge they have learnt.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Students will demonstrate their understanding of how components work together by identifying unknown cells and their functions based on their organelles.</p>
<p><b>Approaches to learning (ATL) <i>These can be listed or you could offer some explanation of how they will be developed</i></b></p>		
<p>Communication – class presentations on organ system</p> <p>Social – working together in small groups to produce an overview of an organ system, then whole class produce a whole organism</p> <p>Research – independent research of a specialised cell and its function/adpatations</p>		

