Unit Title	Human body				
Subject group and discipline	Sciences	MYP year	2	Unit duration (hrs)	18

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context *choose 1 and then drill down to exactly which aspect of these the unit will focus on*
Systems	Functions, Interactions	Scientific and technical innovation: systems, models, methods, products, processes and solutions.

Statement of inquiry

Medical products and solutions can be developed by understanding the functions of interacting components within systems

Inquiry questions

Factual—

What are the main organ systems in the human body?

What are the causes of ill health?

What are the impacts of diet and exercise?

How do we move?

Conceptual—

What does it mean to be healthy?

How do the organ systems interact in living organism?

How can we model different organ systems to improve our understanding?

Debatable—

Which organ system is the most important?

What is the healthiest lifestyle?

Objectives	**Summative assessment** *This does not always have to be a GRASPS task but it does need to involve students demonstrating progress by transferring the skills and knowledge they have learnt to a real-life context. An analytical essay or practice exam questions (not quizzes) counts as real life context. Students need to construct a response using the knowledge and skills they practised in the unit.*	
Learning objectives for the unit Aii - apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations Aiii - interpret information to make scientifically supported judgments. Ci – present collected and transformed data Cii - interpret data and outline results using scientific reasoning	Outline of summative assessment task(s) including assessment criteria: Assessment 1 – graph drawing and interpretating on organs of the body– Ci and Cii Assessment 2 – Recall questions set in the context of being a doctor in a GP surgery – Aii and Aiii Assessment 3 – evaluation of different vaccines - Dii	Relationship between summative assessment task(s) and statement of inquiry: Each assessment looks at how systems within the body interact and function and students are asked to apply this knowledge in the context of medical products and solutions.

Dii - describe and summarize the various implications of using science and its application in solving a specific problem or issue		

Approaches to learning (ATL) ***These can be listed or you could offer some explanation of how they will be developed***

<u>Communication: Paraphrase accurately and concisely</u>

Explicit: Use “summarise in 1 sentence” for a variety of different information sources, eg. Video, text and teacher talk.

Implicit: Summarise information given in a topic in the “tweet” or a newspaper headline.

<u>Research: Use critical-literacy skills to analyse and interpret media communications</u>

Explicit: Using “Who said it?” questions to determine if a source is trustworthy.

Implicit: During the unit, students will be asked to evaluate the sources of the information given to them.