



Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

Science Grade 7

Unit title	<i>Cells, Cell Processes, and Human Body (Unit 2)</i>	MYP year	2	Unit duration (hrs)	45 Hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GSE Standards

Standards

S7L2. Obtain, evaluate, and communicate information to describe how cell structures, cells, tissues, organs, and organ systems interact to maintain the basic needs of organisms.

- a. Develop a model and construct an explanation of how cell structures (specifically the nucleus, cytoplasm, cell membrane, cell wall, chloroplasts, lysosome, and mitochondria) contribute to the function of the cell as a system in obtaining nutrients in order to grow, reproduce, make needed materials, and process waste. (Clarification statement: The intent is for students to demonstrate how the component structures of the cell interact and work together to allow the cell as a whole to carry out various processes. Additional structures, beyond those listed, will be addressed in high school Biology.)
- b. Develop and use a conceptual model of how cells are organized into tissues, tissues into organs, organs into systems, and systems into organisms.
- c. Construct an argument that systems of the body (Cardiovascular, Excretory, Digestive, Respiratory, Muscular, Nervous, and Immune) interact with one another to carry out life processes. (Clarification statement: The emphasis is not on learning individual structures and functions associated with each system, but on how systems interact to support life processes.)

Prior Student Knowledge: (REFLECTION – PRIOR TO TEACHING THE UNIT)

In fifth grade, students should have mastered the following:

S5L3. Obtain, evaluate, and communicate information to compare and contrast the parts of plant and animal cells.

- a. Gather evidence by utilizing technology tools to support a claim that plants and animals are comprised of cells too small to be seen without magnification.
- b. Develop a model to identify and label parts of a plant cell (membrane, wall, cytoplasm, nucleus, chloroplasts) and of an animal cell (membrane, cytoplasm, and nucleus).
- c. Construct an explanation that differentiates between the structure of plant and animal cells

Concepts/Skills to be Mastered by Students

- Cell structure and function
- Levels of organization
- Organ systems
- Growth and development of organism
- Sexual and asexual reproduction

Key Vocabulary: (KNOWLEDGE & SKILLS)

Cells, nucleus, cytoplasm, cell membrane, cell wall, chloroplasts, lysosome, mitochondria, structure, function, mitosis, passive transport, diffusion, osmosis, active transport, endocytosis, exocytosis, photosynthesis, respiration, eukaryotic, prokaryotic, DNA, unicellular, multicellular; semi-permeable, concentration gradient, equilibrium, fermentation

homeostasis, tissue, organ, organ system, organism, cardiovascular, respiratory, heart, veins, arteries, lungs, bronchi, bronchioles, alveoli, excretory, urinary, kidneys, bladder, ureters, digestive, mechanical digestion, chemical digestion, stomach, small intestine, villi, large intestine, muscular, skeletal, smooth, cardiac, nervous, brain, spinal cord, immune, skeletal,

Year-Long Anchoring Phenomena: (LEARNING PROCESS)

Humans have the ability to positively and/or negatively impact biological and ecological systems

Unit Phenomena (LEARNING PROCESS)

How does Coronavirus impact the human body at the cellular and system levels?

Possible Preconceptions/Misconceptions: (REFLECTION – PRIOR TO TEACHING THE UNIT)

All cells are the same.

All cells require oxygen.

Students may not understand the concept of multicellular organisms.

Students may think that organisms grow when cells grow (get larger), instead of through cell division.

Students may confuse the functions of cell organelles.

Students may not be aware of the various processes (passive and active transport) that must occur in order for cells to function properly.

Students have difficulty analyzing and interpreting diffusion/osmosis diagrams and high/low concentrations.

Key concept	Related concept(s)	Global context
<p>Systems and system models</p> <p>Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex</p>	<p>Form/structure (MYP/CCC) Function (MYP/CCC) Interaction (MYP)</p>	<p>Scientific and Technical Innovation</p> <p>Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of</p>

		environments on human activity; how humans adapt environments to their needs.
Statement of inquiry		
Advances in science and technology have led to a greater understanding of how cellular and body systems interact to function and maintain balance within an organism.		
Inquiry questions		
<p>Factual What are the structures within a cell that allow it to function and what are their roles? What processes does the cell undergo in order to grow, reproduce, make needed materials, and process waste? What are the body systems found in a complex organism and what functions do they carry out?</p> <p>Conceptual Why is a cell considered to be the basic unit of life? How does the cell act as a system in order to obtain nutrients in order to grow, reproduce, make needed materials, and process waste? How can we use analogies to understand the function of organelles within a cell? How are an organism's cells impacted by viral challenges (Tide Pods, water, cinnamon, inhalation of substances)? How do the systems of the body interact and work together to support life processes? How do processes at the cellular level support body system functions? How can prosthetic limbs be engineered to carry out natural human body functions, and how can this be modeled? How are other systems impacted when one body system is not functioning properly?</p> <p>Debatable What organelle is most essential to a cell's ability to function? Which body system, if dysfunctional, would have the least impact on an organism's overall health? When does a human become bionic?/When is a human no longer a human? How can scientific and technical advances be used to improve medical conditions?</p>		
MYP Objectives	Assessment Tasks	
<i>What specific MYP objectives will be addressed during this</i>	<i>Relationship between summative assessment task(s) and statement of inquiry:</i>	<i>List of common formative and summative assessments.</i>

<i>unit?</i>		
<p>Science:</p> <p>Criterion A: Knowing and Understanding</p> <p>i. describe scientific knowledge</p> <p>Criterion B:</p> <p>ii. outline a testable hypothesis and explain it using scientific reasoning</p> <p>iii. describe how to manipulate the variables, and describe how data will be collected</p> <p>iv. design scientific investigations</p> <p>Criterion C: Processing and Evaluating</p> <p>i. present collected and transformed data</p> <p>ii. interpret data and describe results using scientific reasoning</p> <p>Criterion D: Reflecting on the Impacts of Science</p> <p>iii. apply scientific language effectively</p> <p>Design:</p> <p>Criterion B:</p>	<p>SOI: Advances in science and technology have led to a greater understanding of how cellular and body systems interact to function and maintain balance within an organism.</p> <p>In this portion of the unit, students focus on the cell as a system and the interaction between its organelles in order for the cell to function. They demonstrate their understanding of cell structures and cell processes through a cell unit assessment which requires students to analyze and interpret how cells would be impacted if specific organelles were to malfunction. They also visualize cells and cell processes by designing and engaging in diffusion/osmosis and photosynthesis/respiration labs, in which variables are manipulated to assess their impact on system homeostasis. Students also explore the scientific and technical innovations, such as microscopes, that allow us to view cells and witness their processes, which has led to a greater understanding of the functions that need to occur in order for a cell to operate.</p> <p>In this portion of the unit, students focus on the interaction of body systems in carrying out an organism's life processes. Students will demonstrate their understanding of these connections through a common summative unit assessment, in which they identify the interactions that occur between systems that are necessary for complex multicellular organisms to function. Students will also explore the use of prosthetics as a scientific/technical innovation, ultimately designing their own prototypes and making connections between the materials used and the structures required for a limb to function.</p>	<p><u>Formative Assessment(s):</u></p> <p>Cells Common Formative Assessment</p> <p>Human Body Common Formative Assessments</p> <p><u>Summative Assessment(s):</u></p> <p>Cells & Cell Processes Unit Assessment Paper I and Paper II (Science: A,D)</p> <p>Human Body Unit Assessment Paper I and Paper II (Science: A, D)</p>

<p>i. develop a design specification which outlines the success criteria for the design of a solution based on the data collected</p> <p>iii. present the chosen design and outline the reasons for its selection</p> <p>iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution</p> <p>Criterion C:</p> <p>iii. follow the plan to create the solution, which functions as intended</p> <p>v. present the solution as a whole</p> <p>Criterion D:</p> <p>i. explain the success of the solution against the design specification</p> <p>iii. describe how the solution could be improved</p>		
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Approaches to learning (ATL)

Category: Thinking
Cluster: Critical-Thinking
Skill Indicator: Use models and simulations to explore complex systems and issues. Gather and organize relevant information to formulate an argument.

Learning Experiences

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p>S7L2. Obtain, evaluate, and communicate information to describe how cell structures, cells, tissues, organs, and organ systems interact to maintain the basic needs of organisms. a. Develop a model and construct an explanation of how cell structures (specifically the nucleus, cytoplasm, cell membrane, cell wall, chloroplasts, lysosome, and mitochondria) contribute to the function of the cell as a system in obtaining nutrients in order to grow, reproduce, make needed materials, and process waste.</p>	<p>CER: How does the Coronavirus impact the human body at the cellular level?</p> <p>Mosa Mack Cells Lesson #1: Animation + Introduction to Microscopes</p> <p>Cell Analogy Project</p> <p>Passive Transport Lab (Science B, C)</p>	<ul style="list-style-type: none"> ● Discovery Education Science Techbook ● Next Generation Science Standards: "All Standards, All Students" ● Extensions – Enrichment Tasks/Projects <p>Task-Specific Differentiation</p> <ul style="list-style-type: none"> ● CER Sentence Starters ● Scaffolded Lab Report Design
<p>S7L2. Obtain, evaluate, and communicate information to describe how cell structures, cells, tissues, organs, and organ systems interact to maintain the basic needs of organisms. b. Develop and use a conceptual model of how cells are organized into tissues, tissues into organs, organs into systems, and systems into organisms.</p>	<p>CER: How does the Coronavirus impact the human body at the cellular level?</p> <p>Frog Dissection</p>	
<p>S7L2. Obtain, evaluate, and communicate information to describe how cell structures, cells, tissues, organs, and organ systems interact to maintain the basic needs of organisms. c. Construct an argument that systems of the body (Cardiovascular, Excretory, Digestive, Respiratory, Muscular, Nervous, and Immune) interact with one another to carry out life</p>	<p>CER: How does the Coronavirus impact the human body at the system level?</p> <p>Mosa Mack Interactions of the Human Body Lesson #1: Phenomenon</p> <p>Mosa Mack Interactions of the Human Body Lesson #2: System Labs</p> <p>Prosthetic Arm/Leg Design</p> <p>Frog Dissection</p>	

processes. (Clarification statement: The emphasis is not on learning individual structures and functions associated with each system, but on how systems interact to support life processes.)		
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Content Resources

Mosa Mack: Cells
Mosa Mack: Interactions of Body Systems
Discovery Education Grade 7 Science Techbook

Curriculum Unit Approval Statement
Every team member is expected to read and review the unit planner and contents contained in the unit planner.

This unit meets the rigorous review and approval process of Marietta City Schools. All components of the unit have been reviewed and approved including learning experiences, materials, resources, texts, and assessments. This unit’s components:

- Are aligned to Georgia Standards of Excellence and MYP/DP subject area guide (if applicable)
- Are aligned to the pacing of the approved Subject Group Overview
- Provide resources that are appropriate for students’ grade level, subject/course level, etc.
- Provide learning experiences that prepare students for course assessments

PLCs review each learning experience using three criteria and collaborate to provide explicit and specific information.

<p>Criteria I: Standards Alignment:</p> <p><i>Learning experiences should provide alignment to the standards and the MYP subject area guide (if applicable).</i></p>	<p>Criteria II: Materials, Resources, and Text Complexity and Controversial Topics and Issues:</p> <p><i>Materials, resources, and texts are grade level and content appropriate.</i></p>	<p>Criteria III: Assessment Alignment:</p> <p><i>Since assessment drives instruction, learning experiences must align to and prepare students for regular common formative and summative assessments used to determine whether students are mastering standards-based content and ATL skills.</i></p>
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Common Formative and Summative Assessments

Assessment Title	<p>Criteria I: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to:</p> <ol style="list-style-type: none"> 1. State Standards 2. MYP/DP (if applicable) components 3. Aligned to learning experiences <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p>	<p>Criteria II: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> 1. Complexity of resources including text and vocabulary 2. Controversial topics and issues in learning experiences, materials or resources <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the specific quote(s) and reference page numbers or location (ex: time in video).</p>
Formative Assessment(s):		
Summative(s) Assessment:		
Plan to address issues or concerns noted:		

Learning Experiences

Add additional rows below as needed.

Learning Experience Title	Criteria I: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to: 1. State Standards 2. MYP/DP (if applicable) components Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.	Criteria II: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. Complexity of resources including text and vocabulary 2. Controversial topics and issues in learning experiences, materials or resources Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the specific quote(s) and reference page numbers or location (ex: time in video).	Criteria III: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. Common Assessment alignment to instruction and/or standards Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.
LE 1:			
LE 2:			
LE 3:			
Plan to address issues or concerns noted:			

Resources listed on unit planner

Add additional rows below as needed.

Resources	Criteria I: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to: <ol style="list-style-type: none"> State Standards MYP/DP (if applicable) components Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.	Criteria II: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding <ol style="list-style-type: none"> Complexity of resources including text and vocabulary Controversial topics and issues in learning experiences, materials or resources Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the specific quote(s) and reference page numbers or location (ex: time in video).	Criteria III: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding <ol style="list-style-type: none"> Common Assessment alignment to instruction and/or standards Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.
Resource:			
Plan to address issues or concerns noted:			

By typing my name below I am acknowledging that I have fully read, reviewed, listed concerns with resolutions, and approved of all contents included in the unit planner including learning experiences, materials, resources, texts, and assessments referenced on it. All other content and materials not included on the unit planner are the local school's responsibility (BOE IKB).

Curriculum Team Signatures: