

Unit Plan:

Grade:

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Subject:

Science

Year:

A

<p>Thematic Concept: Systems</p>	<p>Universal EQ: Why do systems function and dysfunction?</p>	
<p>Supporting Concept: Body System</p>	<p>Content-Based EQ: How do body systems function/dysfunction? OR How do body systems work interdependently?</p>	
<p>Generalizations:</p>		
<p>Standard(s):</p>		
<p>Unit Outcomes:</p>		
<p>Unit Description:</p> <ul style="list-style-type: none"> ● Mini-unit: Define “concepts” and “systems.” (approx 2 weeks) <ul style="list-style-type: none"> ○ Overarching Essential Question: Why do systems function and dysfunction? Why does a system’s structure affect its function? ● Unit 1: Body Systems (approx 8 weeks) ● <i>Me</i> -body systems (sci) How do body systems work interdependently or function/dysfunction? 		
<p><i>Conceptual Knowledge</i> Students will understand:</p> <ul style="list-style-type: none"> ● 	<p><i>Procedural Knowledge (21st Century Skills)</i> Students will be able to do:</p> <ul style="list-style-type: none"> ● 	<p><i>Factual Knowledge</i> Students will know:</p> <ul style="list-style-type: none"> ●
<p>Conceptual Formative Assessments:</p> <ul style="list-style-type: none"> ● 	<p>Procedural Formative Assessments:</p> <ul style="list-style-type: none"> ● 	<p>Factual Formative Assessments:</p> <ul style="list-style-type: none"> ●

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Conceptual Summative Assessments: <ul style="list-style-type: none">•	Procedural Summative Assessments: <ul style="list-style-type: none">• “The Doctor is In” application simulation	Factual Summative Assessments: <ul style="list-style-type: none">••
Affective Self-Regulatory Strategies: <ul style="list-style-type: none">• Building confidence through collaboration	Behavioral Self-Regulatory Strategies: <ul style="list-style-type: none">•	Cognitive Self-Regulatory Strategies: <ul style="list-style-type: none">• Reflection on daily practice
Resources/Materials: <ul style="list-style-type: none">••		