

Time Frame: 3 Weeks		Unit Title: Skeletal System		Course Name: Grade 7 Science	
Stage 1 - Desired Results					
<b>Established Goals</b>  What content standards will this unit address?  <b>MS LS1-3 Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells</b>  What habits of mind and cross disciplinary goal(s) - for example, 21st century skills, core competencies - will this unit address?  <ul style="list-style-type: none"><li>• <b>System and System Models</b></li><li>• <b>Science is a human endeavor</b></li></ul>	<b>Transfer</b>				
	<i>Students will be able to independently use their learning to identify the structure and function of the skeletal system.</i>				
	What kinds of long-term independent accomplishments are desired? Confidence in making connection between systems Research skills-citing evidence to support beliefs Engaging in arguments using evidence				
	<b>Meaning</b>				
	<b>UNDERSTANDINGS</b> <i>Students will understand that....</i> <i>Bone structure and function</i>  <i>What specifically do you want students to understand?Healthy bones depend on what we eat and will identify which foods are beneficial and why.</i>  <i>What inferences should they make? That poor food choices have an effect on the health of bones</i>		<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering How is the structure of bone related to its function?</i>  <i>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</i> <i>What changes occur in bones as you age?</i> <i>How does the skeletal system help the body to maintain homeostasis?</i> <i>What are the strengths and limitations of the body's joints?</i> <i>How do problems with the skeletal system affect the entire body?</i>  <i>Ultimately: How do the human body systems function together/</i>		

	<b>Acquisition</b>	
	<p><i>Students will know...</i>  <i>The human body systems are interacting systems composed of cells. And will be able to explain the structure and function of the skeletal system.</i></p> <p><i>What facts and basic concepts should students know and be able to recall?</i>  <i>composition and make up of cells</i>  <i>Number of bones in the body</i>  <i>Shape of bones advantageous to their function</i>  <i>Nutrition contributes to bone health</i></p> <p><i>Vocabulary:</i>  <i>skeletal</i>  <i>bone</i>  <i>skeleton</i>  <i>internal skeleton</i>  <i>outer covering</i>  <i>external skeleton</i>  <i>joint</i>  <i>fluid</i>  <i>ligament</i>  <i>tendon</i>  <i>cranium</i>  <i>cartilage</i></p>	<p>Students will be skilled at:  Investigation through research of bone shape and function</p> <p>Constructing Explanations: relating the connections between shape of bones and structure,  Bone health and its impact of the other body systems</p> <p>Engaging in discussions using evidence:  Changes in bones during aging  Proof of homeostasis  Strengths and limitations of the bodys' joints</p> <p>What discrete skills and processes should students be able to use?  Observation  Classification  Measurement  Predictions  Interpretation  Communication  Drawing Conclusions</p>

	<p><i>radius</i></p> <p><i>femur</i></p> <p><i>ulna</i></p> <p><i>scapula</i></p> <p><i>sternum</i></p> <p><i>pelvis</i></p> <p><i>clavicle</i></p> <p><i>humerus</i></p> <p><i>rib</i></p> <p><i>marrow</i></p> <p><i>vertebrae</i></p> <p><i>mandible</i></p> <p><i>compact bone</i></p> <p><i>skull</i></p> <p><i>spongy bone</i></p> <p><i>tibia</i></p> <p><i>patella</i></p> <p><i>fibula</i></p> <p><i>kneecap</i></p> <p><i>metatarsals</i></p> <p><i>phalanges</i></p> <p><i>carpals</i></p>	
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