

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

Acquisition

Students will know...
The human body systems are interacting systems composed of cells. And will be able to explain the structure and function of the skeletal system.

What facts and basic concepts should students know and be able to recall?
composition and make up of cells
Number of bones in the body
Shape of bones advantageous to their function
Nutrition contributes to bone health

Vocabulary:
skeletal
bone
skeleton
internal skeleton
outer covering
external skeleton
joint
fluid
ligament
tendon
cranium
cartilage

Students will be skilled at:
Investigation through research of bone shape and function

Constructing Explanations: relating the connections between shape of bones and structure, Bone health and its impact of the other body systems

Engaging in discussions using evidence:
Changes in bones during aging
Proof of homeostasis
Strengths and limitations of the bodys' joints

What discrete skills and processes should students be able to use?
Observation
Classification
Measurement
Predictions
Interpretation
Communication
Drawing Conclusions

	<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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	<i>tarsals</i> <i>pelvis</i> <i>maxilla</i> <i>spine</i>	
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