

# **LET'S EXPLORE OUR BODY SYSTEMS**

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## PLANNING

Subject: Science

Unit 1: Parts of the body and the respiratory system

### OBJECTIVES

- To identify the external and internal parts of the body
- To understand the purpose of the body parts
- To explain the respiratory system
- To find out different heart and breathing rates
- To know what happens when we inhale and exhale air
- To find out differences of internal parts between humans and animals

CONTENT		COGNITION	COMMUNICATION	
Learning outcomes	Activities	Thinking skills	Language of learning	Assessment
<p><b>To know:</b></p> <ul style="list-style-type: none"> <li>- The external and internal parts of the body</li> <li>- How the respiratory system works</li> </ul> <p><b>Be able to:</b></p> <ul style="list-style-type: none"> <li>- Identify and label the words to the parts of the body</li> <li>- Match the word to its definition</li> <li>- Say which word doesn't match with the others</li> <li>- Explain the respiratory system</li> <li>- Say whether a sentences is true or false</li> <li>- Order the sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Point to</li> <li>- Identifying parts of the body</li> <li>- Matching definitions with meanings</li> <li>- Labelling diagrams</li> <li>- Explaining a concept map</li> <li>- Odd one out</li> <li>- True/False</li> <li>- Ordering sentences</li> <li>- Dictation</li> <li>- Using concept maps</li> <li>- Experimenting</li> <li>- Predicting results</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying</li> <li>- Reasoning (odd one out)</li> <li>- Organising ideas</li> <li>- Matching</li> <li>- Making decisions</li> <li>- Ordering</li> <li>- Describing experiments</li> <li>- Comparing and contrasting</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- External and internal body parts</li> <li>Respiratory system</li> </ul> <p><b>Communication structures</b></p> <ul style="list-style-type: none"> <li>- This is/these are...in, between</li> <li>- You've got...</li> <li>- You use it/them for...</li> <li>- When we inhale...</li> <li>- When we exhale...</li> <li>- The air goes in/ out/ through</li> <li>- Comparative forms</li> </ul>	<p><b>Can the students:</b></p> <ul style="list-style-type: none"> <li>- Identify parts of the body</li> <li>- Describe the purpose of the body parts</li> <li>- Explain how the respiratory system works.</li> </ul>

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<ul style="list-style-type: none"> <li>- Dictate sentences</li> <li>- Find the differences between heartbeat/pulse and breathing when resting, walking and running</li> <li>- Find the differences of the size of the lungs when air is inhaled exhaled</li> <li>- Compare the breathing and heartbeat/pulse between animals and humans</li> <li><b>Be aware of:</b></li> <li>- The size of the lungs when you inhale or exhale air</li> <li>- The heart and breathing rates are not always the same</li> <li>- Differences between the breathing of animals and humans</li> <li>- Listening to your partner</li> </ul>	<ul style="list-style-type: none"> <li>- Completing a table</li> <li>- Similarities and differences between humans and animals</li> </ul>		<p><b>Language for learning</b></p> <ul style="list-style-type: none"> <li>-Describing parts of the body</li> <li>-Describing the use of the parts of the body</li> <li>-Describing the process of the respiratory system</li> </ul>	
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**COMPETENCES**

**Communicative:**

- Can relate observations, explanations, thoughts, emotions, give accounts of experiences, opinions and develop argument.
- Can access and communicate information using different supports including ICT tools to learn.

**PLANNING**

Subject: Science

Unit 2: The circulatory system

**OBJECTIVES**

- To identify the blood cells and their functions.
- To know why giving blood and organ transplants are important and necessary.
- To identify the blood vessels and their functions.
- To identify the heart and its function.
- To develop knowledge of how the heart works.
- To know how the circulatory system works.
- To give an appreciation of how alcohol and tobacco affect lungs and the heart.

<b>CONTENT</b>		<b>COGNITION</b>	<b>COMMUNICATION</b>	
<b>Learning outcomes</b>	<b>Activities</b>	<b>Thinking skills</b>	<b>Language of learning</b>	<b>Assessment</b>
<b>To know:</b> - The three different blood cells - What blood is - Different types of blood -The blood vessels -The functions of blood vessels - The parts of the heart and its function - The process in the circulatory system	- Activate prior knowledge - Answer some questions - Drawing - Discover what is happening - Multiple choice - Yes/No questions - Word search - Imagine a situation and give solutions - Completing a Venn diagram	- Activate prior knowledge - Predicting - Testing - Answering questions - Imagining - Giving solutions - Recognizing a word - Making similarities and differences - Explaining a diagram - Analyzing - Classifying	<b>Vocabulary</b> - Blood cells - Blood types - Blood vessels - Heart's parts <b>Communication structures</b> - This is a /an ---- - How many...? - Why...? Because...	Can the students: - Explain what blood is - Identify the types of cells and their functions - Identify types of blood - Identify the three blood vessels and their functions - Identify the heart's function - Describe the circulatory system - Distinguish between

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<p><b>Be able to:</b></p> <ul style="list-style-type: none"> <li>- Write the cells functions</li> <li>- Answer some questions related to a text</li> <li>- Recognize the cells functions</li> <li>- Imagine in other person's situation</li> <li>- Identify the blood vessels</li> <li>- Identify the parts of the heart</li> <li>- Understand the heart's function</li> <li>- Describe the circulatory system</li> <li>- Differentiate between healthy and non healthy habits</li> </ul> <p><b>Be aware of:</b></p> <ul style="list-style-type: none"> <li>- The importance of giving blood and the organ transplants</li> <li>- How alcohol and tobacco affect our lungs and heart</li> </ul>	<ul style="list-style-type: none"> <li>- Explain a diagram</li> <li>- T/F</li> <li>- Words description</li> <li>- Label words</li> <li>- Ordering words</li> <li>- Identify pictures</li> <li>- Mime a poem</li> <li>- Do an acrostic</li> <li>- Completing a text</li> <li>- Classify</li> <li>- Memory game</li> <li>- Circulatory system game</li> <li>- Experiment</li> <li>- Create a comic</li> <li>- Create posters</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying</li> <li>- Looking for results</li> </ul>	<p><b>Language for learning</b></p> <ul style="list-style-type: none"> <li>- Describing the cells functions</li> <li>- Describing the blood vessels functions</li> <li>- Describing how the heart works</li> <li>- Describing the circulatory system</li> </ul>	<p>healthy and non healthy habits</p>
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**CULTURE**

- How important it is to eat healthy and do exercise and not drink alcohol or smoke.
- To become aware of the importance of giving blood and the organ transplants.

**COMPETENCES**

**Communicative:**

- Can relate observations, explanations, thoughts, emotions, give accounts of experiences, opinions and develop argument.

**Methodological:**

- Can transform information into knowledge activating thinking skills in order to organize, relate, analyze, synthesize, make inferences and deduct at different levels of complexity.

**Knowledge of and interaction with the natural world:**

- Can argue and draw conclusions on the consequences of different lifestyles and adopt a predisposition to lead a physical and mental healthy lifestyle.

**PLANNING**

Subject: Science

Unit 3: The excretory system

**OBJECTIVES**

- To identify the parts of the excretory system
- To describe the process involved in the excretory system

<b>CONTENT</b>		<b>COGNITION</b>	<b>COMMUNICATION</b>	
<b>Learning outcomes</b>	<b>Activities</b>	<b>Thinking skills</b>	<b>Language of learning</b>	<b>Assessment</b>
<p><b>To know:</b></p> <ul style="list-style-type: none"> <li>- The parts of the excretory system</li> <li>- How the excretory system works</li> </ul> <p><b>Be able to:</b></p> <ul style="list-style-type: none"> <li>- Identify the parts of the excretory system</li> <li>- Order the steps of the excretory process</li> <li>- Describe the excretory process</li> <li>- Match the parts of the excretory process with their functions</li> <li>- Listen carefully to the video</li> </ul> <p><b>Be aware of:</b></p> <p>Accuracy when labeling diagrams</p>	<ul style="list-style-type: none"> <li>- Experiment using a bottle, water and waste to represent the process of the excretory system</li> <li>- Read an information text</li> <li>- Write the functions on a diagram</li> <li>- Answer closed questions</li> <li>- Put sentences in order</li> <li>- Describe the steps in the process using connectors</li> <li>- Matching words to their functions</li> <li>- Watching a video about how the excretory system works</li> </ul>	<ul style="list-style-type: none"> <li>- Predicting</li> <li>- Identifying</li> <li>- Ordering</li> <li>- Matching</li> <li>- Synthesis</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>-Parts of the excretory system</li> </ul> <p><b>Communication structures</b></p> <ul style="list-style-type: none"> <li>-First, next, finally</li> <li>- Present simple tense</li> <li>- Passive forms</li> </ul> <p><b>Language for learning</b></p> <ul style="list-style-type: none"> <li>-Describing functions and parts of the excretory system</li> <li>- Describing a process</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the parts of the excretory system</li> <li>- Describe the excretory system</li> </ul>

**COMPETENCES**

**Methodological:**

-Can gain, process and assimilate new knowledge and skills (intellectual, emotional and physical) as well as seek and make use of guidance.