

Unit/Lesson Plan

1	Unit Title: Human Organs and Systems Functioning	Unit/Lesson Sequence:															
	Subject/Topic Area: Science	Grade Level Second Grade															
	Key Vocabulary/Phrases Heart, Brain, Lungs, Kidneys ,Liver, Circulatory System, Respiratory System.	Unit Designer: Kaerl H. Sloan															
	Time Frame: Two Weeks																
2	<p>Unit Goal(s): Includes Concepts/Skills (Kudos), Cognitive levels, Big Ideas and Essential Questions</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><u>Concepts:</u></th> <th style="text-align: left; border-bottom: 1px solid black;"><u>Skills:</u></th> <th style="text-align: left; border-bottom: 1px solid black;"><u>Levels:</u></th> </tr> </thead> <tbody> <tr> <td>1. Human Organs</td> <td>Identify Human Organs</td> <td>1</td> </tr> <tr> <td>2. Functions of the Human Body Systems</td> <td>Identify Functions of the Human Body Systems</td> <td>1</td> </tr> <tr> <td>3. Simple Investigation</td> <td>Conduct investigations Of the Human Organs</td> <td>3</td> </tr> <tr> <td>4. Observations and Findings on charts and diagrams</td> <td>Communicate findings with charts and graphs</td> <td>2</td> </tr> </tbody> </table> <p><u>Big Ideas:</u></p> <p style="padding-left: 40px;">The Human body uses organs to perform functions of the necessary systems.</p> <p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. How do Human Organs function in the body systems? 2. How do scientists record their observations about the world? 		<u>Concepts:</u>	<u>Skills:</u>	<u>Levels:</u>	1. Human Organs	Identify Human Organs	1	2. Functions of the Human Body Systems	Identify Functions of the Human Body Systems	1	3. Simple Investigation	Conduct investigations Of the Human Organs	3	4. Observations and Findings on charts and diagrams	Communicate findings with charts and graphs	2
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3	<p>Content Standard(s): Include complete information for Priority Standards and Performance Benchmarks for Mastery; include numbers of secondary standards and benchmarks.</p> <p><u>Strand 1 – Scientific Thinking and Practice</u></p> <p><u>Standard 1 – Understand the processes of scientific investigations and use inquiry and scientific ways of observing ,experimenting, predicting and validating to think critically.</u></p> <p><u>Benchmark 1 – Use Scientific Methods</u></p>																

	<p align="center"><u>Performance Standard 1 – Conduct Simple investigations</u></p> <p align="center"><u>Benchmark 3 – Use mathematical skills and vocabulary to analyze data, understand patterns and relationships and communicate findings.</u></p> <p align="center"><u>Performance Standard 1 – Record observations on simple charts or diagrams.</u></p>
4	<p>Activities and Proven Teaching Methods:</p> <ol style="list-style-type: none"> 1. Large group: Discuss and write on KWL chart what they know about human organs and systems. 2. Small group: Each group will look at, touch, measure, and open their groups organ. They will write a description of the organ using a graphic organizer such as a T-chart or outline form. 3. Large group: Each small group will report their findings of their organ to the large group using charts, written descriptions and/or pictures. 4. Using pictures of the organs the students will place them in their correct places on a human body organizer.
5	<p>Differentiated Instruction:</p> <ol style="list-style-type: none"> 1. Forms of reporting will be done in a variety of ways: Written, pictures, orally, and using graphic organizers
6	<p>Assessment/Data Analysis</p> <ol style="list-style-type: none"> 1. Written, oral, pictorial reports 2. Identify body parts on a graphic organizer of the human body 3. Teacher Observation
7	<p>Reteaching/Enrichment</p> <ol style="list-style-type: none"> 1. Reteaching - Review the material using books, tapes and hands-on labeling in small groups 2. Enrichment – Extended oral report on the human body.

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Reflection