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| **Teacher(s)** | **Ms. Flanigan** | **Subject group and discipline** | **Science** | | |
| **Unit title** | **Cells and Heredity – Amazing Cells** | **MYP year** | **3** | **Unit duration (hrs)** | **25** |

##### Inquiry: Establishing the purpose of the unit

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| **Key concept** | **Related concept(s)** | **Global context** |
| **Systems** | **Function and Form** | **Identities and Relationship** |
| **Statement of inquiry** | | |
| **Models can represent the structural and functional between DNA, relationships, and identities through inherited traits.** | | |
| **Inquiry questions** | | |
| Factual**—** **What do cells look like? How do they work?  What’s the difference between plant and animal cells?**  Conceptual**—What’s the relationship between cells and cancer? Is our food/lifestyles to blame for an increase of cancer?**  Debatable**— Who should have the power to modify or experiment on cells and how should they be utilized for science research?** | | |
| **ATL Skills:**  In order to think critically, students must draw justifiable conclusions based on processing, interpreting and evaluating data gained from scientific investigations.  In order to communicate effectively, students must use appropriate scientific terminology, data tables and graphs to make the meaning of their findings clear to an audience of peers. | | |