

Teacher(s)	Allen	Subject discipline	group and	Science
Unit title	Interdependence	MYP year	1	Unit duration (hrs) 10

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Relationships	Interaction	Identities and relationships
Statement of inquiry		
Organisms interact with each other in different relationships within their environment.		
Inquiry questions		
Factual— Name an example of each type of symbiotic relationship.		
Conceptual— Explain the differences between parasitic, mutualistic, and commensal relationships.		
Debatable— How is all life interdependent and interacting with the environment?		
Objectives	Summative assessment	
Criterion D- Reflecting on the impacts of science i. Summarize the ways in which science is applied and used to address a specific problem or issue ii. Describe and summarize the various implications of using science and its application in solving a specific problem or issue iii. Apply scientific language effectively	Outline of summative assessment task(s) including assessment criteria: Goal- <ul style="list-style-type: none"> Your goal is to create an example of a food chain using 5 of the links. Role- <ul style="list-style-type: none"> You are a student who was asked to give an example of a food chain. Audience- <ul style="list-style-type: none"> Your teacher and other students will be looking at your creation for examples. Situation-	Relationship between summative assessment task(s) and statement of inquiry: Students will be creating a food chain to see how the organisms interact with each other in their environment.

iv. Document the work of others and sources of information used	<ul style="list-style-type: none"> The challenge involves picking organisms that would be in a real food chain together. <p>Product-</p> <ul style="list-style-type: none"> You will create a food chain on the worksheet that is provided. <p>Standards and Criteria-</p> <ul style="list-style-type: none"> You will be judged by the rubric that is provided. 	
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Approaches to learning (ATL)

Research- Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information

Thinking- Use lateral thinking to make unexpected connections

Action: Teaching and learning through inquiry

Content	Learning process
Grade Level Expectations: GLE 0507.2.1 Investigate different nutritional relationships among organisms in an ecosystem. GLE 0507.2.2 Explain how organisms interact through symbiotic, commensal, parasitic relationships. GLE 0507.2.3 Establish the connections between human activities & natural	Learning experiences and teaching strategies See attached unit plan
	Formative assessment group discussions, interactive notebook, journaling, observations, reflective writing, foldables, tests, worksheets
	Differentiation Peer tutoring, pre-labeling, modified grading, guided vs. inquiry, Enrichment possibility

disasters & their impact on the environment.		
Resources		
textbook, Brainpop, Teacher created flipchart, teacher created tests, teacher created diagrams, teacher tube, youtube, Uncovering student ideas in science probes		
Reflection: Considering the planning, process and impact of the inquiry		
Prior to teaching the unit	During teaching	After teaching the unit
Give pre-test over standards to find prior knowledge, 38% of the students were proficient or advanced before we started.	During teaching, I used a variety of methods for teaching to make sure I reached each student with their specific learning type.	Using the post-test, I was able to see that now 80% of my students are proficient or advanced in this standard.