Year

IB DP Sports Exercise and Health Science (IB1)



## Summary

## **Topic 8 - The Endocrine System**

Sports, exercise and health IB1

science

Subject

Start date

Week 1, September

Duration

4 weeks 7 hours

Course Part



# **Inquiry & Purpose**

(?) Inquiry / Higher Order Questions

Type **Inquiry Questions** 

Skills-based

What is the role of hormones in the human body?

#### Curriculum



Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities

Acquire a body of knowledge, methods and techniques that characterize science and technology

Apply and use a body of knowledge, methods and techniques that characterize science and technology

Develop an ability to analyse, evaluate and synthesize scientific information

Develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities

Develop experimental and investigative scientific skills including the use of current technologies

Become critically aware, as global citizens, of the ethical implications of using science and technology

Develop an appreciation of the possibilities and limitations of science and technology

#### Objectives

## Demonstrate knowledge and understanding of

facts, concepts and terminology

methodologies and techniques

communicating scientific information

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#### **Apply**

facts, concepts and terminology
methodologies and techniques
methods of communicating scientific information

#### Formulate, analyse and evaluate

hypotheses, research questions and predictions methodologies and techniques primary and secondary data scientific explanations

# Syllabus Content

## Additional higher level

Topic 8: The endocrine system

- 8.1.1 Label the location of the major endocrine organs in the human body.
- 8.1.2 Describe the role of circulating (blood) and local hormones.
- 8.1.3 Explain how circulating hormone levels are regulated.
- 8.1.4 Explain the relationship between the hypothalamus and the pituitary gland.

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### ATL Skills



# Approaches to Learning



#### **Thinking**

- In this unit, we will

ask students to formulate a reasoned argument to support their opinion or conclusion give students time to think through their answers before asking them for a response reward a new personal understanding, solution or approach to an issue ask open questions

set students a task which required higher-order thinking skills (such as analysis or evaluation) build on a specific prior task

help students to make their thinking more visible (for example, by using a strategy such as a thinking routine) require students to take an unfamiliar viewpoint into account when formulating arguments ask questions that required the use of knowledge from a different subject from the one you are teaching include a reflection activity

make a link to TOK



#### Communication

- In this unit, we will

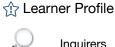
have students give an oral presentation without reading from their notes ask students to monitor and check the quality of their writing encourage or require students to plan a response before they begin ask students to formulate arguments clearly and coherently encourage all students to contribute to discussions



Research



## **Developing IB Learners**



Inquirers



Knowledgeable



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