Summary

Topic 8 - The Endocrine System

Subject	Year	Start date	Duration
Sports, exercise and health science	IB1	Week 1, September	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

Aims

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

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.

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

Learner Profile

Inquirers

Knowledgeable


Thinkers


Communicators


Open-minded


Balanced