

## Curriculum Map

**Subject:** Inquiry Biology (Outdoor & Indoor)

**Teacher:** Thorp

Content/Topic (Resources)	Skill	Standard	Assessment
<p><b>Multiple intelligence worksheet and discussion.</b></p> <p><b>Brain study: students study the central nervous system: anatomy of the brain, anatomy of nerves, right/left brain differences, sense organ study.</b></p>	<p>Students discover their learning style and realize that there are a variety of styles in their class. Emphasis that teacher will attempt to appeal to every learning style.</p> <p>Students view the video “Talented Brain”</p> <p>Series of laboratory experiences where students go from station to station examples: puzzles, reaction time, blindfold, eye chart, mirror writing, etc. Students discover their differences and similarities and how their brain works.</p> <p>Students go on the internet and do several activities dealing with the brain – optical illusions, brain puzzles, reaction timing etc.</p> <p>Video of the eye – National Geographic.</p> <p>Students dissect the cow eye and learn its parts and similarities and differences to human eye.</p> <p>Students learn about the ear through lecture and discussion.</p>	<p><b>History and Nature of Science</b></p> <p><b>A. Scientific World View</b></p> <p>#2. Be able to explain how scientific and technological innovations as well as new evidence can challenge portions of or entire accepted theories and models including but not limited to cell theory, atomic theory, theory of evolution, plate tectonic theory, germ theory of disease and big bang theory. (Relates to brain studies and new information learned)</p> <p><b>D. Historic Perspective</b></p> <p>#1. Be able to trace the development of scientific advancement, invention or theory and its impact on society. (relates to all new discoveries in brain science)</p> <p>#3. Compare and contrast the differences between scientific theories and theories from other bodies of knowledge, and the importance of each in science discussion.</p> <p>(relates to theories of brain science, left/right hemisphere dominance)</p>	<ol style="list-style-type: none"> <li>1) Written test on brain/nerve anatomy.</li> <li>2) Written test on the anatomy of the eye.</li> <li>3) Written test on “how we learn” ie. Differences between male and female brains.</li> <li>4) Throughout the course the ideas of learning styles and brain strengths is discussed.</li> </ol>