

7.3.3 e1 What are you made of? Narrative

Time: 40 minutes	Anchor Phenomena: Why do organisms such as humans and dogs have organs?
Big Idea: Body systems complete the functions necessary for life.	
CCCs Structure and Function,	Practices Obtain, evaluate and communicate information

EPISODE SNAPSHOT

Single celled organisms such as bacteria can only be seen using a microscope, but multicellular organisms can be as large as a whale! How do we go from a single celled organism to an organism as complex as a human? Human bodies are organized from the simplest of living structures, cells, to tissues, organs, organ systems, to the entire organism. Students are going to be guided through the organization of their body, going from simplest (a cardiac cell) to most complex (human).

GATHERING

Students use the graphic organizer to record information as the teacher guides the class through discussion of the levels of organization of the body, using the slide show. *(Teacher note: The slides are to act as a guide for the discussion, not necessarily to be presented in lecture form. In the PPT, students are taken through the levels of organization using a cardiac cell as a starting point.)*

REASONING

At each slide or stage of the discussion guided by the PPT, students discuss and determine what the next level of organization would be. Students then come up with another cell type to communicate their understanding on their graphic organizer. This can either be done individually or as a group, and may be more effective if they have an opportunity to research online.

COMMUNICATING

In the graphic organizer, students will record information pertaining to each level of organization, then come up with another cell and describe the levels of organization for that cell, identifying what tissues, organs, and organ systems that cell would be found in. *(Teacher note: As an enrichment activity, you may assign students a cell type and have them research what tissues, organs, etc. that cell is a part of.)*

Assessment: Students show understanding by identifying a second type of cell on their graphic organizer and determining where it would be found in the different levels of organization.

Materials, resources, handouts, etc:

[7.3.3 e1 WhatAreYouMadeOf graphic organizer](#)
[7.3.3 e1 WhatAreYouMadeOfPPT](#)