

COURSE PLANS

UNIT 4.

1. BASIS

During the second term we will study human beings. This unit covers: the characteristics of the human being as a vertebrate animal; the specific features that make us different from other animals; the internal structure of our body and changes that occur throughout life. There are two projects: a map of the human body and handprints and fingerprints.

January: February

2. METHODOLOGY

Through the activities studied in this unit, pupils will acquire the following knowledge: the classification of humans as living beings; the characteristics that distinguish us from other animals; the organs and organ systems that perform vital functions; the stages of life of a person; using parts of the body to create art.

CONTENTS	EVALUATION CRITERIA	LEARNING STANDARDS
<ul style="list-style-type: none"> • General characteristics of human beings: type of nutrition, internal structure, type of reproduction ... • Names and characteristics of external body parts. • Differentiating characteristics of human beings. Actions and benefits associated with them. • The human brain and its intellectual, sensory, affective functions ... • The vital functions of the human being: nutrition, interaction and reproduction. Main organs and systems involved in each of the vital functions. • The nutrition function. Digestive, circulatory, respiratory and excretory systems. • The interaction function. Basic relationships between the sense organs, the brain and nerves, and the locomotor system. • The role of reproduction and the differences between women and men. • The stages of life of a person. Age ranges and basic features of each. • Interpretation of information in different formats: photos, pictures and drawings. • Interpretation of tables of numerical data. Solving problems using data. • Using parts of the body to create art. 	<p>1. Identify, name and describe the general characteristics of human beings and the unique traits of the species.</p>	<p>1.1. Identify, name and explain the characteristics of humans based on criteria of food, embryonic development and the environment in which we live.</p> <p>1.2. Describe the distinguishing characteristics of the human species. Understand and explain tasks that can be achieved using distinguishing features.</p> <p>1.3. Recognise the brain as a singular body and list and explain some of the features associated with it.</p>
	<p>2. Identify and name the systems involved in various vital functions and the general tasks performed by each of them.</p>	<p>2.1. Name the systems of the human body, describe the tasks they perform and the associated vital functions of nutrition, interaction and reproduction.</p> <p>2.2. Identify and name the major organs that form the different systems.</p>
	<p>3. Know the stages of life of a person and some basic features of each of them.</p>	<p>3.1. Order chronologically the stages of life of a person and assign them their characteristics.</p>
	<p>4. Know and appreciate art.</p>	<p>4.1. Use parts of the body (handprints and fingerprints) to create art.</p>

<ul style="list-style-type: none"> • Interpretation of photos and drawings of systems in the human body. 	<p>5. Develop curiosity about the functioning of the body and the establish the basis for accepting oneself and others, incorporating the similarities and differences between people as natural facts.</p>	<p>5.1. Show curiosity about how your own body works: researching, participating in group tasks, raising doubts and looking for information in different media.</p> <p>5.2. Show respect and acceptance about differences in the body.</p>
	<p>6. Understand information, acquire vocabulary about human morphology, express knowledge and opinions both orally and in writing and show interest in reading texts and exploring to discover more about human beings.</p>	<p>6.1. Understand information, acquire vocabulary about human morphology, express knowledge and opinions both orally and in writing and show interest in reading texts about human beings.</p>
	<p>7. Understand and apply elements and mathematical strategies to make and interpret tables of data.</p>	<p>7.1. Understand and apply elements and mathematical strategies to make and interpret tables of data.</p>
	<p>8. Know about and use ICT in a responsible way and use strategies to process information and apply it to different contexts, actively participating in their own learning process.</p>	<p>8.1. Obtain and organise information, working with the unit structure, and using digital resources with interest and responsibility.</p>
	<p>9. Show initiative and perseverance when tackling problems and defending opinions, developing attitudes of respect and collaboration when working in a group.</p>	<p>9.1. Show an entrepreneurial spirit, accept mistakes when doing self-evaluation, persevere in reinforcement tasks and actively participate in cooperative learning exercises.</p>

3. COMPETENCIES

COMPETENCIES	CONTENTS AND ACTIVITIES BY COMPETENCY
Linguistic competency.	Expressing information orally, In a clear and orderly manner. Explaining orally why all people should be respected. Reading the initial reading and the recommended texts in the reading plan.
Mathematical competency and basic competencies in Science and Technology.	Adopting personal opinions on the social vision of the aesthetics of the human body compared to taking care of themselves in a healthy way.
Digital competency.	Using different sources to look for information. Searching for information on computer media to label the digestive organs in a drawing.
Learning to learn.	Following the established steps and make decisions about the next steps based on intermediate results. Optimising the time spent on each task as a way of improving learning. <i>Multiple Intelligences:</i> Developing the different multiple intelligences. Using handprints and fingerprints with artistic sense, promoting the development of spatial intelligence.
Social and Civic competencies.	Recognising richness in the diversity of opinions and ideas. Assessing the artistic productions of their colleagues. <i>Values:</i> Learning to behave correctly according to different values. Respecting the personal differences of people at various stages of their lives
Sense of initiative and entrepreneurial spirit.	Being constant in their work to overcome difficulties. Performing the proposed activities including the most difficult ones.
Cultural awareness and expression	Valuing multiculturalism as a source of personal and cultural wealth. Giving examples of enrichment that occur when people of different cultures share experiences.