

7th Grade Science Agenda- Mrs. Sharon

Week of January 2, 2017

Day	In Class/Learning Targets	HW/Reminders
Monday 1-2	WINTER BREAK No School	
Tuesday 1-3	WINTER BREAK No School	
Wednesday 1-4 <i>I can explain the criteria and constraints of a design problem and come up with a successful solution.</i>	Block Schedule-Odd Day (1, 3, 7) Happy New Year! Welcome Back! 1. Pass back Chemistry Tests 2. STEM Activity: Paper Chair Engineering Challenge	*Test Corrections will be due the next class block. (Jan. 9-10)
Thursday 1-5	Block Schedule-Even Day (2, 4, 6) See Wednesday	
Friday 1-6 <i>I can analyze data from tests to identify the best solution.</i>	See All Classes-Early Release 1. Finish STEM Activity: Paper Chair Engineering Challenge 2. Ultimate Chair Challenge	*Test Corrections will be due the next class block. (Jan. 9-10)

Turn Over for Standards covered this unit.

Engineering Design (All Levels)

MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

MS-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

MS-ETS1-3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

MS-ETS1-4 Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Structure, Function, and Information Processing

MS-LS1-1 Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.

MS-LS1-2 Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.

MS-LS1-3 Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

MS-LS1-8 Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

Growth, Development, and Reproduction of Organisms

MS-LS1-4 Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.

MS-LS1-5 Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. **

MS-LS3-2 Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.