

# 7th Grade Science Agenda- Mrs. Sharon

## Week of January 30, 2017

Day	In Class/Learning Targets	HW/Reminders
<p><b>Monday</b> <b>1-30</b></p> <p><i>I can understand all organisms are made of cells.</i></p> <p><i>I can understand that cells have specialized jobs.</i></p>	<p><b>Block Schedule-Odd Day (1, 3, 7)</b></p> <ol style="list-style-type: none"> <li>1. New Seats</li> <li>2. Review Plant vs. Animal Cells</li> <li>3. <u>How are Cells Different? Lab</u></li> <li>4. Unicellular vs. Multicellular Notes <a href="https://www.youtube.com/watch?v=9iqeAdJ01UQ">https://www.youtube.com/watch?v=9iqeAdJ01UQ</a></li> <li>5. Unicellular vs. Multicellular Clips <a href="http://wkar.pbslearningmedia.org/resource/tdc02.sci.life.stru.singlecell/single-celled-organisms/">http://wkar.pbslearningmedia.org/resource/tdc02.sci.life.stru.singlecell/single-celled-organisms/</a> And <a href="https://www.youtube.com/watch?v=bnoIRNWKN6k">https://www.youtube.com/watch?v=bnoIRNWKN6k</a></li> </ol>	<p>Finish Lab Questions</p> <p>Begin Q3!</p> <p><b>Project Due</b> Friday, Feb. 17</p>
<p><b>Tuesday</b> <b>1-31</b></p>	<p><b>Block Schedule-Even Day (2, 4, 6)</b></p> <p>See Monday</p>	
<p><b>Wednesday</b> <b>2-1</b></p> <p><i>I can understand how all organisms are made of cells.</i></p> <p><i>I can explain the difference between unicellular and multicellular organisms.</i></p>	<p><b>Block Schedule-Odd Day (1, 3, 7)</b></p> <p><b>Check: Green Onion Lab</b></p> <ol style="list-style-type: none"> <li>1. Review Unicellular vs. Multicellular</li> <li>2. Single Celled vs. Multicellular WS P. 11-15 (go over in class)</li> <li>3. Unicellular vs. Multicellular Card Sort</li> <li>4. Plant Cells Work Together</li> </ol>	<p>Finish Plant Cells Work Together</p> <p><b>Project Due</b> Friday, Feb. 17</p>
<p><b>Thursday</b> <b>2-2</b></p>	<p><b>Block Schedule-Even Day (2, 4, 6)</b></p> <p>See Wednesday</p>	

<b>Friday 2-3</b>	<b>See All Classes-Early Release</b>  <b>Check: Plant Cells Work Together</b>  1. Animal Cells Work Together	Finish Animal Cells Work Together
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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.