

7th Grade Science Agenda- Mrs. Sharon

Week of February 27, 2017

Day	In Class/Learning Targets	HW/Reminders
<p>Monday 2-27</p> <p><i>I can understand that....</i></p> <p><i>Cells are specialized to take in nutrients and provide energy for the cell.</i></p> <p><i>....cells function in a similar way in all organisms.</i></p>	<p>Block Schedule-Odd Day (1, 3, 7)</p> <p>Focus Question: How do cells transport material?</p> <ol style="list-style-type: none"> 1. Osmosis Demonstration 2. Read textbook p. 32-37 The Cell In Its Environment 3. Guided Reading: The Cell In Its Environment WS 4. <u>Start:</u> Osmosis or Diffusion? Gummy Bear Lab 	<p>Finish Guided Reading</p>
<p>Tuesday 2-28</p>	<p>Block Schedule-Even Day (2, 4, 6)</p> <p>See Monday</p>	
<p>Wednesday 3-1</p> <p><i>I can understand that....</i></p> <p><i>Cells are specialized to take in nutrients and provide energy for the cell.</i></p> <p><i>....cells function in a similar way in all organisms.</i></p>	<p>Block Schedule-Odd Day (1, 3, 7)</p> <p>Focus Question: How do cells transport materials?</p> <p>Check: Guided Reading</p> <ol style="list-style-type: none"> 1. Diffusion and Osmosis Practice 2. Diffusion/Osmosis Word Search 3. Bill Nye Genes https://www.schooltube.com/video/f4f32c3810fc4bf28b8d/Bill%20Nye%20Genes 4. Science World Magazine 	
<p>Thursday 3-2</p>	<p>Block Schedule-Even Day (2, 4, 6)</p>	<p>Science PD-Mrs.</p>

	See Wednesday	Sharon out
<p>Friday 3-3</p> <p><i>I can understand that cells are specialized to take in nutrients and provide energy for the cell and cells function in a similar way in all organisms.</i></p>	<p>See All Classes-Early Release</p> <p>Focus Question: How do cells transport materials?</p> <p>1. Finish: Gummy Bear Lab</p>	<p>Have a great weekend!</p>

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.