

# 7th Grade Science Agenda- Mrs. Sharon

## Week of March 6, 2017

Day	In Class/Learning Targets	HW/Reminders
<p><b>Monday</b> <b>3-6</b></p> <p><i>I can understand what events take place during the three stages of the cell cycle.</i></p> <p><i>I can explain the basics of mitosis.</i></p>	<p><b>Block Schedule-Odd Day (1, 3, 7)</b></p> <p><b>Focus Question: Why do cells divide?</b></p> <p><b>Check: Gummy Bear Lab</b></p> <ol style="list-style-type: none"> <li>1. <b>Discover Activity:</b> What are the Yeast Cells Doing?</li> <li>2. Human Life Cycle Discussion</li> <li>3. Observe Cell Cycle in textbook p. 59 Draw diagram and discuss in notebooks</li> <li>4. Cell Division - Read textbook p. 55-57 Guided Reading practice</li> </ol>	<p>Finish Guided Reading</p> <p>Bring your laptops and cell phones to class next block.</p>
<p><b>Tuesday</b> <b>3-7</b></p>	<p><b>Block Schedule-Even Day (2, 4, 6)</b></p> <p><b>See Monday</b></p>	
<p><b>Wednesday</b> <b>3-8</b></p> <p><i>I can understand what events take place during the three stages of the cell cycle.</i></p> <p><i>I can explain the basics of mitosis.</i></p>	<p><b>Block Schedule-Odd Day (1, 3, 7)</b></p> <p><b>Focus Question: Why do cells divide?</b></p> <ol style="list-style-type: none"> <li>1. Review Mitosis-Why Do Cells Divide? <a href="https://www.youtube.com/watch?v=f-lDPgEfAHI">https://www.youtube.com/watch?v=f-lDPgEfAHI</a></li> <li>2. Mitosis Coloring Page in notebook</li> <li>3. Mitosis Claymation</li> </ol>	
<p><b>Thursday</b> <b>3-9</b></p>	<p><b>Block Schedule-Even Day (2, 4, 6)</b></p> <p><b>See Wednesday</b></p>	

<b>Friday 3-10</b>	<b>See All Classes-Early Release</b>  1. Finish and Share Mitosis Claymations	<b>Have a great weekend!</b>
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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.