

Davis - 7th Grade Science Agenda

Week of March 20, 2017

| Day/ Learning Target | In Class Performance Tasks/Success Criteria | HW/Reminders |
|---|---|---|
| <p style="text-align: center;">Monday 3-20</p> <p><i>I can understand osmosis, diffusion, the cell cycle, and asexual/sexual reproduction.</i></p> <p><i>I can create a mini book of current unit vocabulary words that a younger student will understand.</i></p> | <p style="text-align: center;">Block Schedule-Odd Day (3, 5)</p> <ol style="list-style-type: none"> Cell Division Quiz Study Guide March is Reading Month- Mini Science Book <p style="text-align: center;">Success Criteria: Students will get at least 15/19 correct on the study guide.</p> | <p>All late or missing work is due Friday, March 24</p> <p style="text-align: center;">Quiz next class!</p> <p>Study Guide due next class!</p> |
| <p style="text-align: center;">Tuesday 3-21</p> | <p style="text-align: center;">Block Schedule-Even Day (2, 4) <i>See Monday</i></p> | |
| <p style="text-align: center;">Wednesday 3-22</p> <p><i>I can understand osmosis, diffusion, the cell cycle, and asexual/sexual reproduction.</i></p> <p><i>I can create a mini book of current unit vocabulary words that a younger student will understand.</i></p> | <p style="text-align: center;">Block Schedule-Odd Day (3, 5)</p> <ol style="list-style-type: none"> Kahoot Review Game Ms. Davis' Link: https://play.kahoot.it/#/lobby?quizId=42a10d50-37b6-4fec-ba19-a87f4c4b712 Cell Division Quiz Finish Mini Science Book <p style="text-align: center;">Success Criteria: Students will get at least a 80% on the cell division quiz, and complete the mini science book with no errors.</p> | <p>All late or missing work is due Friday, March 24..</p> |
| <p style="text-align: center;">Thursday 3-23</p> | <p style="text-align: center;">Block Schedule-Even Day (2, 4) <i>See Wednesday</i></p> | |
| <p style="text-align: center;">Friday 3-24</p> <p><i>I can summarize what is currently happening in the world of science.</i></p> | <p style="text-align: center;">See All Classes-Early Release</p> <ol style="list-style-type: none"> Science World Magazine <p style="text-align: center;">Success Criteria: Students will complete the Science World Magazine reflection review.</p> | <p>Have a great Spring Break!</p> <p>See you April 3!</p> |

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.