Davis - 7th Grade Science Agenda

Week of April 24, 2017

Day	In Class/Learning Targets	HW/Reminders
Monday **4-24** *I can explain what meiosis is and how genes are lined up in a pair of chromosomes.* *I can use a model to describe why sexual reproduction results in offspring with genetic variation.*	**Block Schedule-Odd Day (3, 5)** 1. Read text p.97-102 - Crack the Code 2. Guided Notes: The DNA Connection 3. DNA Puzzle 4. **HW**: The DNA Connection:Review and Reinforce WS ***Success Criteria:*** *Students will know how many pairs of chromosomes the human body cells contain.*	Finish Review and Reinforce You need your laptop tomorrow!
Tuesday **4-25**	**Block Schedule-Even Day (2, 4)** **See Monday**	
Wednesday **4-26** *I can define heredity and show the probability of how traits are passed on.*	**Block Schedule-Odd Day (3, 5)** 1. Check HW 2. Proteins and Chromosomes Webquest http://learn.genetics.utah.edu/CONTENT/BASICS/oldtour/ 3. Chromosome Karotyping 4. Beetle Mutations: Genotype vs. Phenotype ***Success Criteria:*** *Students will answer webquest questions with at least 80% accuracy.*	
Thursday **4-27**	**Block Schedule-Even Day (2, 4)** **See Wednesday**	
Friday **4-28** *I can define heredity and show the probability of how traits are passed on.*	**See All Classes/Early Release** 1. Begin Study Guide (quiz will be on Wednesday/Thursday block next week) 2. Science World magazine 3. Binder checks next week	HW: Organize your binder. Due next week

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.

MS-LS4-5 Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.

MS-LS3-1 Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.