

Davis - 7th Grade Science Agenda

Week of January 30, 2017

Day	In Class/Learning Targets	HW/Reminders
Monday 1-30	<p style="text-align: center;">Block Schedule-Odd Day (3,5)</p> <ol style="list-style-type: none"> 1. New Seats 2. Review Plant vs. Animal Cells 3. <u>How are Cells Different? Lab</u> 4. Unicellular vs. Multicellular Notes https://www.youtube.com/watch?v=9iqeAdJ01UQ 5. Unicellular vs. Multicellular Clips http://wkar.pbslearningmedia.org/resource/tdc02.sci.life.str.u.singlecell/single-celled-organisms/ <p style="text-align: center;">And</p> <p>https://www.youtube.com/watch?v=bnoIRNWKN6k</p>	<p>Finish Lab Questions</p> <p style="text-align: center;">Begin Q3!</p> <p style="text-align: center;">Project Due Friday, Feb. 17</p>
Tuesday 1-31	<p>Block Schedule-Even Day (2, 4)</p> <p>See Monday</p>	
Wednesday 2-1	<p style="text-align: center;">Block Schedule-Odd Day (3,5)</p> <p style="text-align: center;">Check: Green Onion Lab</p> <ol style="list-style-type: none"> 1. Review Unicellular vs. Multicellular 2. Single Celled vs. Multicellular WS P. 11-15 (go over in class) 3. Plant Cells Work Together 4. Unicellular vs. Multicellular Card Sort 	<p>Finish Plant Cells Work Together</p> <p style="text-align: center;">Project Due Friday, Feb. 17</p>
Thursday 2-2	<p>Block Schedule-Even Day (2, 4)</p> <p>See Wednesday</p>	
Friday 2-3	<p style="text-align: center;">See All Classes-Early Release</p> <p style="text-align: center;">Check: Plant Cells Work Together</p> <ol style="list-style-type: none"> 1. Animal Cells Work Together 	<p>Finish Animal Cells Work Together</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.