

# Davis 7th Grade Science Agenda

Week of February 6, 2017

Day	In Class/Learning Targets	HW/Reminders
<p style="text-align: center;"><b>Monday 2-6</b></p> <p><i>I can understand all organisms are made of cells.</i></p> <p><i>I can understand that cells have specialized jobs.</i></p>	<p style="text-align: center;"><b>Block Schedule-Odd Day (3, 5)</b></p> <p style="text-align: center;"><b>FINISH BINDER CHECKS</b></p> <ol style="list-style-type: none"> <li>1. Specialized Cells Notes in notebook</li> <li>1. Levels of Biological Organization Discovery Activity</li> <li>2. Tissues, Organs and Organ Systems Web Quest</li> </ol> <p><a href="https://www.khanacademy.org/science/biology/principles-of-physiology/body-structure-and-homeostasis/a/tissues-organs-organ-systems">https://www.khanacademy.org/science/biology/principles-of-physiology/body-structure-and-homeostasis/a/tissues-organs-organ-systems</a></p>	<p style="text-align: center;"><b>Project Due</b> Friday, Feb. 17</p>
<p style="text-align: center;"><b>Tuesday 2-7</b></p>	<p style="text-align: center;"><b>Block Schedule-Even Day (2, 4)</b></p> <p style="text-align: center;">See Monday</p>	
<p style="text-align: center;"><b>Wednesday 2-8</b></p> <p><i>I can understand how all organisms are made of cells.</i></p> <p><i>I can explain the difference between unicellular and multicellular organisms.</i></p>	<p style="text-align: center;"><b>Block Schedule-Odd Day (3, 5)</b></p> <ol style="list-style-type: none"> <li>1. Cells Hierarchy Notes in notebook</li> <li>2. Cells to System Activity</li> <li>3. Nerve Cell Lab</li> <li>4. Plants and Animals Cells Practice (pgs. 34-37)</li> </ol>	<p style="text-align: center;"><b>Project Due</b> Friday, Feb. 17</p>
<p style="text-align: center;"><b>Thursday 2-9</b></p>	<p style="text-align: center;"><b>Block Schedule-Even Day (2, 4)</b></p> <p style="text-align: center;">See Wednesday</p>	
<p style="text-align: center;"><b>Friday 2-10</b></p>	<p style="text-align: center;"><b>See All Classes-Early Release</b> <b>See Hours 1-5 Today</b></p> <ol style="list-style-type: none"> <li>1. Study Hall or Science World Magazine</li> </ol> <p style="text-align: center;"><b>Citizenship Celebration</b> <b>11:53-1:25</b></p>	<p style="text-align: center;"><b>No School On</b> <b>Monday &amp; Tuesday</b></p> <p style="text-align: center;"><b>Project Due</b> Friday, Feb. 17</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.