

Davis - 7th Grade Science Agenda

Week of March 13, 2017

Day	In Class/Learning Targets/Success Criteria	HW/Reminders
<p style="text-align: center;">Monday 3-13</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 style="text-align: center;">Block Schedule-Odd Day (3, 5)</p> <p><i>Focus Question: What is the difference between sexual vs. asexual reproduction?</i></p> <ol style="list-style-type: none"> 1. Finish and Share Mitosis Claymations 2. Cell Reproduction WS 3. Asexual/Sexual Reproduction Notes <p><i>Success Criteria: Students will list advantages and disadvantages for sexual vs. asexual reproduction.</i></p>	<p>You need your laptop next class!</p>
<p style="text-align: center;">Tuesday 3-14</p>	<p style="text-align: center;">Block Schedule-Even Day (2, 4)</p> <p style="text-align: center;">See Monday</p>	<p>Happy Pi Day!</p>
<p style="text-align: center;">Wednesday 3-15</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 style="text-align: center;">Block Schedule-Odd Day (3, 5)</p> <p><i>Focus Question: What is the difference between sexual vs. asexual reproduction?</i></p> <p>Check: Cell Reproduction WS</p> <ol style="list-style-type: none"> 1. Why Do Cells Divide WS? 2. Comparing Asexual and Sexual Reproduction Class Activity 3. Sexual vs. Asexual Reproduction Internet Activity <p>http://learn.genetics.utah.edu/content/basics/reproduction/</p> <p><i>Success Criteria: Students will complete 15-20 accurately on the internet activity.</i></p>	
<p style="text-align: center;">Thursday 3-16</p>	<p style="text-align: center;">Block Schedule-Even Day (2, 4)</p> <p style="text-align: center;">See Wednesday</p>	
<p style="text-align: center;">Friday 3-17</p> <p><i>I can evaluate whether a statement refers to sexual or asexual reproduction.</i></p>	<p style="text-align: center;">See All Classes-Early Release</p> <ol style="list-style-type: none"> 1. Sexual/Asexual Reproduction Color by Number 	<p style="text-align: center;">Happy St. Patrick's Day! Have a great weekend!</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.