



Life Science 7
Mrs. Duddles

Q3 – Cells and Heredity

Q4 – Evolution

Friday 06/17

WCS – Teacher Work Day

No School for Students

Have a Safe & Happy

Summer Break!

Thursday 06/16

**WCS 1/2 Day – Home
School Only**

**Have a Safe & Happy
Summer Break!**

Wednesday 06/15

(MS)2TC Field Day

**Have a Safe & Happy
Summer Break!**

Tuesday 06/14

Objectives:

- o Students will analyze the earth's size and structure by drawing a scaled diagram of the earth.
- o Students will learn that the earth is made up of different layers and that each layer has distinct properties.
- o Students will learn about the theory of plate tectonics and the fossil record.

White Space Question:

Describe what happens at a convergent boundary.

Agenda:

- o Finish Activity 45 "Understanding Plate Boundaries" lab
- o Watch BBC "Earth" series segment on the Great Plains biome

Monday 06/13

Objectives:

- Students will analyze the earth's size and structure by drawing a scaled diagram of the earth.
- Students will learn that the earth is made up of different layers and that each layer has distinct properties.
- Students will learn about the theory of plate tectonics and the fossil record.

White Space Question:

Are the plates on the surface of the earth moving in the same direction?

Agenda:

- Work on Activity 45 “Understanding Plate Boundaries” lab
 - Read & follow directions in tan-colored lab packet in the lab trays
 - Complete/ fill in “Directed Reading Table: Understanding Plate Boundaries” lab handout as you read
 - Answer Analysis Questions #1 – 4 from lab packet. Write answers in Science notebook

Friday 06/10

Objectives:

- Students will analyze the earth's size and structure by drawing a scaled diagram of the earth.
- Students will learn that the earth is made up of different layers and that each layer has distinct properties.
- Students will learn about the theory of plate tectonics and the fossil record.

White Space Question:

What is the relationship between earthquakes, volcanoes, and plate boundaries?

Agenda:

- Discuss and review lab activity 44 "Mapping Plates"
- Learn proper handling of capture nets
- Use capture nets to collect invertebrate organisms from FOD to learn about the current biodiversity in the field

Thursday 06/09

Objectives:

- Students will analyze the earth's size and structure by drawing a scaled diagram of the earth.
- Students will learn that the earth is made up of different layers and that each layer has distinct properties.
- Students will learn about the theory of plate tectonics and the fossil record.

White Space Question:

What are some ethical implications in using “chimera” (pig/human embryos) to make organs for people?

Agenda:

- Work on lab activity 44 “Mapping Plates”
- Learn proper handling of capture nets
- Use capture nets to collect invertebrate organisms from FOD to learn about the current biodiversity in the field

Wednesday 06/08

Objectives:

- Students will learn about freshwater on the planet, watersheds, stormwater, and how we use water
- Students will examine the chemical constituents of a river, inventory physical stream-side conditions & land uses that may affect water quality, and sample the aquatic biological communities to evaluate the health of the river

White Space Question:

What are the impacts on water quality from thermal pollution? What causes thermal pollution?

Agenda:

- PM classes only; AM classes at Adventure Park
- Learn proper handling of capture nets
- Use capture nets to collect invertebrate organisms from FOD to learn about the current biodiversity in the field

Tuesday 06/07

Objectives:

- o Students will learn about freshwater on the planet, watersheds, stormwater, and how we use water
- o Students will examine the chemical constituents of a river, inventory physical stream-side conditions & land uses that may affect water quality, and sample the aquatic biological communities to evaluate the health of the river

White Space Question:

What are the impacts on water quality from thermal pollution? What causes thermal pollution?

Agenda:

- o AM classes only; PM classes at Adventure Park
- o Learn proper handling of capture nets
- o Use capture nets to collect invertebrate organisms from FOD to learn about the current biodiversity in the field

Monday 06/06

Objectives:

- Students will learn about freshwater on the planet, watersheds, stormwater, and how we use water
- Students will examine the chemical constituents of a river, inventory physical stream-side conditions & land uses that may affect water quality, and sample the aquatic biological communities to evaluate the health of the river

White Space Question:

How can excess amounts of micronutrients such as nitrogen and phosphorus harm aquatic habitats?

Agenda:

- Analyze data collected from Lane Drain in Troy
- Observe macroinvertebrates collected from Lane Drain using stereoscopes

Friday 06/03

Objectives:

- Students will learn about freshwater on the planet, watersheds, stormwater, and how we use water
- Students will examine the chemical constituents of a river, inventory physical stream-side conditions & land uses that may affect water quality, and sample the aquatic biological communities to evaluate the health of the river

White Space Question:

What is the optimal water temperature for sensitive macroinvertebrates, trout and other cold-water species?

Agenda:

- We will visit Lane Drain in Troy to participate in the CRWC Stream Leaders Program
- We will conduct chemical, physical, and biological testing at a local tributary of the Clinton River

Thursday 06/02

Objectives:

- Students will learn about freshwater on the planet, watersheds, stormwater, and how we use water
- Students will examine the chemical constituents of a river, inventory physical stream-side conditions & land uses that may affect water quality, and sample the aquatic biological communities to evaluate the health of the river

White Space Question:

If you find a high level of fecal coliform bacteria in a body of water, what could this result mean?

Agenda:

- Discuss data collected from Joseph Delia Park
- Turn in Conclusion about the quality of the water in the stream at Joseph Delia Park
- Observe macroinvertebrates collected from Joseph Delia Park under microscope

Wednesday 06/01

Objectives:

- Students will learn about freshwater on the planet, watersheds, stormwater, and how we use water
- Students will examine the chemical constituents of a river, inventory physical stream-side conditions & land uses that may affect water quality, and sample the aquatic biological communities to evaluate the health of the river

White Space Question:

What happens when water has high turbidity?

Agenda:

- Analyze data collected from visit to Joseph Delia Park
- Observe macroinvertebrates collected from Joseph Delia Park under microscope

Tuesday 05/31

Objectives:

- Students will learn about freshwater on the planet, watersheds, stormwater, and how we use water
- Students will examine the chemical constituents of a river, inventory physical stream-side conditions & land uses that may affect water quality, and sample the aquatic biological communities to evaluate the health of the river

White Space Question:

What happens when water has high turbidity?

Agenda:

- We will visit Joseph Delia Park in Sterling Heights to participate in the CRWC Stream Leaders Program
- We will conduct chemical, physical, and biological testing at a local tributary of the Clinton River

Monday 05/30

**WCS – No School
Memorial Day**

Friday 05/27 – ½ Day PM Only

Objectives:

- Students will understand that characteristics from parents are passed to offspring in predictable ways
- Students will be able to explain how patterns of heredity can be predicted by Punnett squares and pedigrees

White Space Question:

What are the key indicators of water quality?

Agenda:

- View videos on Genetics and Gregor Mendel to learn more about Mendelian Genetics

HW: Review videos and make Cornell notes

Thursday 05/26

Objectives:

- o Students will learn about freshwater on the planet, watersheds, stormwater, and how we use water
- o Students will examine the chemical constituents of a river, inventory physical stream-side conditions & land uses that may affect water quality, and sample the aquatic biological communities to evaluate the health of the river

White Space Question:

How can macroinvertebrates indicate the health or condition of a stream?

Agenda:

- o Stream Leaders water quality monitoring program prep for Tuesday 05/31 & Friday 06/03:
 - o Listen & take notes on water quality monitoring presentation
 - o Review and understand data collection forms for chemical testing, physical survey and macroinvertebrate identification
 - o Assign groups for monitoring days

Wednesday 05/25

Objectives:

- Students will analyze the earth's size and structure by drawing a scaled diagram of the earth.
- Students will learn that the earth is made up of different layers and that each layer has distinct properties.
- Students will learn about the theory of plate tectonics and the fossil record.

White Space Question:

What is the force that causes sea-floor spreading?

Agenda:

- **Prep for Stream Leaders water quality monitoring days OR**
- **Work on FOD: you must accomplish 2 tasks today**
- Turn in Plate Tectonics lab activities 41 & 42 "Continental Drift" & "The Theory of Plate Tectonics" for a grade

Monday & Tuesday 05/23 – 05/24

Agenda:

- o Meet in Computer Lab 129 & 130;
Bring a book for silent reading after you have completed the test for each day
- o Take Science M-STEP
 - o Part 1 (Monday)
 - o Part 2 (Tuesday)

Friday 05/20

Objectives:

- Students will analyze the earth's size and structure by drawing a scaled diagram of the earth.
- Students will learn that the earth is made up of different layers and that each layer has distinct properties.
- Students will learn about the theory of plate tectonics and the fossil record.

White Space Question:

What is the evidence that the continents have moved?

Agenda:

- Turn in Stream Leaders field trip signed permission form to Mrs. Duddles
- Finish Plate Tectonics lab activities 41 & 42 "Continental Drift" & "The Theory of Plate Tectonics"; finish for homework if not done in class

Thursday 05/19

Objectives:

- Students will analyze the earth's size and structure by drawing a scaled diagram of the earth.
- Students will learn that the earth is made up of different layers and that each layer has distinct properties.
- Students will learn about the theory of plate tectonics and the fossil record.

White Space Question:

What types of evidence did the puzzle in Activity 40 provide about change on the earth's surface?

Agenda:

- Turn in Stream Leaders field trip signed permission form to Mrs. Duddles
- Start Plate Tectonics lab activities 41 & 42 "Continental Drift" & "The Theory of Plate Tectonics"

Wednesday 05/18

Objectives:

- o Students will analyze the earth's size and structure by drawing a scaled diagram of the earth.
- o Students will learn that the earth is made up of different layers and that each layer has distinct properties.
- o Students will learn about the theory of plate tectonics and the fossil record.

White Space Question:

How is geological time different from the units of time that we use in our daily lives?

Agenda:

- o **Turn in Stream Leaders field trip signed permission form to Mrs. Duddles**
- o Discuss and Review Plate Tectonics lab activities 39 "Earth Time" & 40 "The Continent Puzzle"
- o Take quiz on information from "Water Quality Monitoring" reading packet

Tuesday 05/17

Objectives:

- o Students will analyze the earth's size and structure by drawing a scaled diagram of the earth.
- o Students will learn that the earth is made up of different layers and that each layer has distinct properties.
- o Students will learn about the theory of plate tectonics and the fossil record.

White Space Question:

Human activities can modify water quality in two ways. Water quality is changed when we add pollutants. Name 3 pollutants that humans add that pollute water.

Agenda:

- o Turn in Stream Leaders field trip signed permission form to Mrs. Duddles
- o Finish Plate Tectonics lab activities 39 & 40 packet
 - o Read & follow directions in lab handout
 - o Discuss and review Activities 39 & 40

Monday 05/16

Objectives:

- Students will analyze the earth's size and structure by drawing a scaled diagram of the earth.
- Students will learn that the earth is made up of different layers and that each layer has distinct properties.
- Students will learn about the theory of plate tectonics and the fossil record.

White Space Question:

What evidence do scientists use to determine the state of the layers inside the earth?

Agenda:

- Turn in Stream Leaders field trip signed permission form to Mrs. Duddles due today
- Turn in work from lab activity "Beneath the Earth's Surface" if you did not do so last week (scaled drawing of the layers of the earth)
- Start Plate Tectonics lab activities 39 & 40 packet
 - Read & follow directions in lab handout

Friday 05/13

Objectives:

- o Students will learn about macroinvertebrates and how they are used as bio-indicators of stream health
- o Students will understand the process of water quality monitoring

White Space Question:

What does pH measure? What is a neutral pH?

Agenda:

- o Listen to audio of NPR story [“Scientists Look To Insects To Diagnose The Health Of A National Park”](#) (5 min)
- o Read the “Water Quality Monitoring” packet to help you prepare to participate in the Stream Leaders monitoring days (20 min)
- o Complete Cornell notes in your Science notebook for the “Water Quality Monitoring” reading (25 min)

HW: Finish making Cornell notes for “Water Quality Monitoring” reading; file is on Mrs. Duddles’ web page

Thursday 05/12

Objectives:

- Students will analyze the earth's size and structure by drawing a scaled diagram of the earth.
- Students will learn that the earth is made up of different layers and that each layer has distinct properties.
- Students will learn about the theory of plate tectonics and the fossil record.

White Space Question:

What is the main advantage of sexual reproduction? Why is this an advantage?

Agenda:

- Turn in Stream Leaders field trip signed permission form to Mrs. Duddles
- Finish lab activity "Beneath the Earth's Surface"
 - Read & follow directions in pink lab packet to make a scaled drawing of earth's layers
 - Label and color your scaled drawing

Wednesday 05/11

Objectives:

- o Students will distinguish between living and nonliving things
- o Students will describe how organisms maintain homeostasis
- o Students will understand the levels of organization in living things
- o Students will understand the theory of cells

White Space Question:

List at least 2 issues or difficulties that you have experienced in working on the Field of Dreams project.

Agenda:

- o Turn in Stream Leaders field trip signed permission form to Mrs. Duddles
- o Continue Field of Dreams (FOD) work in Science class today:
 - o Work in FOD sub groups to complete at least 2 tasks on your to-do list today

Tuesday 05/10

Objectives:

- Students will analyze the earth's size and structure by drawing a scaled diagram of the earth.
- Students will learn that the earth is made up of different layers and that each layer has distinct properties.
- Students will learn about the theory of plate tectonics and the fossil record.

White Space Question:

What are the advantages of asexual reproduction?

Agenda:

- Turn in Stream Leaders field trip signed permission form to Mrs. Duddles
- Start lab activity "Beneath the Earth's Surface"
 - Read & follow directions in pink lab packet

Monday 05/09

Objectives:

- o Students will describe asexual & sexual reproduction and list the advantages & disadvantages of each.
- o Students will describe the process of meiosis & its role in sexual reproduction
- o Students will relate the process of mitosis to its functions in unicellular & multicellular organisms

White Space Question:

Does reproduction always require two parents?

Agenda:

- o Discuss and Review Activity 16 “Sexual and Asexual Reproduction”

HW: Review Stream Leaders field trip information with parent(s) & returned signed permission form to Mrs. Duddles

Friday 05/06 – ½ Day AM Only

Objectives:

- o Students will learn about macroinvertebrates and how they are used as bio-indicators of stream health

White Space Question:

What is the function of meiosis?

Agenda:

- o Listen to audio of NPR story [“Scientists Look To Insects To Diagnose The Health Of A National Park”](#)
- o Table Captains get 2 laptops for your tables
- o Work with elbow partner to read through “Macroinvertebrates as Bioindicators of Stream Health” pdf file found on Mrs. Duddles’ classroom webpage:

<http://mrsduddlesclass.weebly.com/2015—2016-physical-science-6-life-science-7.html>

HW: Finish all of Activity 16 work; discussion on Monday 05/09

Thursday 05/05

Objectives:

- o Students will describe asexual & sexual reproduction and list the advantages & disadvantages of each.
- o Students will describe the process of meiosis & its role in sexual reproduction
- o Students will relate the process of mitosis to its functions in unicellular & multicellular organisms

White Space Question:

How are meiosis I and meiosis II different?

Agenda:

- o Finish Activity 16 “Sexual and Asexual Reproduction”:
 - o Complete Cornell notes for pages 112 – 120 in *Cells & Heredity* book
 - o Answer questions 5, 7, 9 & 10, 12 – 16, and 24
 - o Do Lesson Review on page 121, questions 1 – 10.
 - o Complete Vocabulary, Answer Analysis Questions, Write Conclusion

HW: Finish all of Activity 16 work; discussion on Monday 05/09

Wednesday 05/04

Objectives:

- o Students will describe asexual & sexual reproduction and list the advantages & disadvantages of each.
- o Students will describe the process of meiosis & its role in sexual reproduction
- o Students will relate the process of mitosis to its functions in unicellular & multicellular organisms

White Space Question:

Describe the cells that are produced following mitosis and meiosis.

Agenda:

- o Start Activity 16 “Sexual and Asexual Reproduction”:
 - o Complete Cornell notes for pages 112 – 120 in *Cells & Heredity* book
 - o Answer questions 5, 7, 9 & 10, 12 – 16, and 24.
- o Science notebook check on today (Activity 14 “Mitosis” & Activity 15 “Meiosis”)

Tuesday 05/03

**WCS – No School
Election Day**

Monday 05/02

Objectives:

- o Students will describe the process of meiosis & its role in sexual reproduction
- o Students will relate the process of mitosis to its functions in unicellular & multicellular organisms
- o Students will understand the theory of cells

White Space Question:

Name the phases of mitosis.

Agenda:

- o Discuss and Review Activity 15 “Meiosis”
- o Science notebook check on Wednesday 05/04 (Activity 14 “Mitosis” & Activity 15 “Meiosis”)

HW: Copy Activity 16 “Sexual and Asexual Reproduction” set up in to Science notebook

Friday 04/29

Objectives:

- o Students will describe the process of meiosis & its role in sexual reproduction
- o Students will relate the process of mitosis to its functions in unicellular & multicellular organisms
- o Students will understand the theory of cells

White Space Question:

Name the three stages of the cell cycle of a eukaryotic cell.

Agenda:

- o Finish Activity 15 “Meiosis” work:
 - o Read pages 100 – 107 in *Cells and Heredity* book; take notes using Cornell note-taking method
 - o Answer questions 6, 7, 9, & 12. Do Lesson Review on page 109, questions 1 - 10
 - o Complete Vocabulary, Answer Analysis Questions, Write Conclusion
- o If time, read article “Cloning Your Dog, For A Mere \$100,000”. Follow reading prompts.

HW: Finish Activity 15 “Meiosis”; be ready for class discussion on Mon 05/02

Thursday 04/28

Objectives:

- Students will distinguish between living and nonliving things
- Students will describe how organisms maintain homeostasis
- Students will understand the levels of organization in living things
- Students will understand the theory of cells

White Space Question:

What is mitosis? Why doesn't mitosis happen in prokaryotes?

Agenda:

- Continue Field of Dreams (FOD) work in Science class today:
 - Work in FOD sub groups to complete at least 2 tasks on your to-do list today
 - See Mrs. Duddles for help with FOD work/issues

Wednesday 04/27

Objectives:

- o Students will describe the process of meiosis & its role in sexual reproduction
- o Students will relate the process of mitosis to its functions in unicellular & multicellular organisms
- o Students will understand the theory of cells

White Space Question:

What is the role of mitosis in a unicellular organism? What is the role of mitosis in a multicellular organism?

Agenda:

- o Start Activity 15 “Meiosis” work:
 - o Read pages 100 – 107 in *Cells and Heredity* book. Create Cornell notes for reading.
 - o Answer questions 6, 7, 9 & 12. Do Lesson Review on page 109, questions 1-10.
 - o Complete Vocabulary, Answer Analysis Questions & Write Conclusion

Tuesday 04/26

Objectives:

- o Students will relate the process of mitosis to its functions in unicellular & multicellular organisms
- o Students will understand the levels of organization in living things
- o Students will understand the theory of cells

White Space Question:

List some reasons for why cells divide.

Agenda:

- o Discuss and review Activity 14 “Mitosis”
- o Copy Activity 15 “Meiosis” set up in to Science notebook

Monday 04/25

Objectives:

- o Students will relate the process of mitosis to its functions in unicellular & multicellular organisms
- o Students will understand the levels of organization in living things
- o Students will understand the theory of cells

White Space Question:

What is reproduction?

Agenda:

- o Finish Activity 14 “Mitosis” work:
 - o Read pages 90 – 97 in *Cells and Heredity* book
 - o Answer questions 1 – 3 & 5 – 13. Do Lesson Review on page 99, questions 1 - 11
 - o Complete Vocabulary, Answer Analysis Questions, Write Conclusion

HW: Finish Activity 14 work; be ready for class discussion on Tuesday 04/26

Friday 04/22

Objectives:

- Students will relate the process of mitosis to its functions in unicellular & multicellular organisms
- Students will understand the levels of organization in living things
- Students will understand the theory of cells

White Space Question:

What is reproduction?

Agenda:

- Start work on Activity 14 “Mitosis”:
 - Read pages 90 – 97 in *Cells and Heredity* book
 - Answer questions 1 – 3 & 5 – 13. Do Lesson Review on page 99, questions 1 - 11
 - Complete Vocabulary, Answer Analysis Questions, Write Conclusion

Thursday 04/21

Objectives:

- o Students will distinguish between living and nonliving things
- o Students will describe how organisms maintain homeostasis
- o Students will understand the levels of organization in living things
- o Students will understand the theory of cells

White Space Question:

In a eukaryotic cell, which organelle contains the genetic information of the cell?

Agenda:

- o Field of Dreams (FOD) soil sample test lab
 - o Test soil samples collected from FOD plot for N, P, K nutrient levels & pH level
- o “Cells” Unit Make-up Test is today for students absent on 04/18
- o Did you remember to copy Activity 14 “Mitosis” set up in to your Science notebook? See Mrs. Duddles’ classroom web page.

Wednesday 04/20

Objectives:

- o Students will distinguish between living and nonliving things
- o Students will describe how organisms maintain homeostasis
- o Students will understand the levels of organization in living things
- o Students will understand the theory of cells

White Space Question:

What is a population that you want to attract to your class section habitat? How do you plan to do this?

Agenda:

- o Continue Field of Dreams (FOD) work in Science class today:
 - o Work in FOD sub groups to complete at least 2 tasks on your to-do list today
- o “Cells” Unit Make-up Test is tomorrow, Thursday 04/21

HW: Copy Activity 14 “Mitosis” set up in to your Science notebook; go to Mrs. Duddles’ classroom web page.

Tuesday 04/19

Objectives:

- o Students will distinguish between living and nonliving things
- o Students will describe how organisms maintain homeostasis
- o Students will understand the levels of organization in living things
- o Students will understand the theory of cells

White Space Question:

Identify two biotic factors present in your FOD plot. Identify two abiotic factors present in your FOD plot.

Agenda:

- o Continue Field of Dreams work in Science class today:
 - o Observe and identify problem areas in class section plot of land
 - o Map terrain of plot
 - o Collect soil samples from plot for soil testing later this week
- o **“Cells” Unit Make-up Test this Thursday 04/21**

Monday 04/18

Objectives:

- o Students will describe how organisms maintain homeostasis
- o Students will understand the levels of organization in living things
- o Students will understand that all matter is made of atoms
- o Students will understand the theory of cells

White Space Question:

The cell theory lists three basic characteristics of all cells and organisms. What are these 3 characteristics?

Agenda:

- o Take "Cells" Unit Test
- o No talking during testing; Turn in test to Mrs. Duddles when complete; Read for remainder of class
- o **Reminder: Bring Field of Dreams work /materials to Science**

Friday 04/15

Objectives:

- Students will describe how organisms maintain homeostasis
- Students will understand the levels of organization in living things
- Students will understand that all matter is made of atoms
- Students will understand the theory of cells

White Space Question:

What is the relationship between the chemical reactions of photosynthesis and cellular respiration?

Agenda:

- Discuss and Review “Cells” Unit Review to prepare for “Cells” Unit Test
- **“Cells” Unit Test on Monday 04/18; bring a reading book**

Thursday 04/14

Objectives:

- Students will describe how organisms maintain homeostasis
- Students will understand the levels of organization in living things
- Students will understand that all matter is made of atoms
- Students will understand the theory of cells

White Space Question:

What is the difference between passive and active transport?

Agenda:

- Finish “Cells” Unit Review to prepare for “Cells” Unit Test
- 1st period class (7B) & 4th period class (7E) Field of Dreams Work Day #1
- “Cells” Unit Test on Monday 04/18

Wednesday 04/13

Objectives:

- o Students will describe how organisms maintain homeostasis
- o Students will understand the levels of organization in living things
- o Students will understand that all matter is made of atoms
- o Students will understand the theory of cells

White Space Question:

Describe the ways that materials can move across cell membranes.

Agenda:

- o Start work on “Cells” Unit Study Guide to prepare for “Cells” Unit Test
- o Science Notebook check (Activity 12 “Levels of Cellular Organization” & Activity 13 “Homeostasis and Cellular Respiration”)
- o **“Cells” Unit Test on Monday 04/18**

Tuesday 04/12

Objectives:

- o Students will describe how organisms maintain homeostasis
- o Students will understand the levels of organization in living things
- o Students will understand that all matter is made of atoms
- o Students will understand the theory of cells

White Space Question:

What are four things that cells can do to maintain homeostasis?

Agenda:

- o Discuss and Review Activity 13 “Homeostasis and Cellular Respiration”
- o Start “Cells” Unit Review if time

Monday 04/11

Objectives:

- Students will describe how organisms maintain homeostasis
- Students will understand the levels of organization in living things
- Students will understand that all matter is made of atoms
- Students will understand the theory of cells

White Space Question:

What is homeostasis?

Agenda:

- Finish work for Activity 13 “Homeostasis and Cell Processes” (25 mins)
- Discuss and Review Activity 13

Monday 04/04 – Friday 04/08

WCS – No School

Spring Break

Friday 04/01 – ½ Day PM Only

Objectives:

- o Students will describe how organisms maintain homeostasis
- o Students will understand the levels of organization in living things
- o Students will understand that all matter is made of atoms
- o Students will understand the theory of cells

White Space Question:

Give an example of an organ that belongs to more than one organ system.

Agenda:

- o Finish work for Activity 13 “Homeostasis and Cell Processes”
 - o Complete book reading & questions (read pgs 50 – 59; answer questions #1 – 3 & 5 – 18)
 - o Complete Vocabulary & Lesson Review, Answer Analysis Questions & Write Conclusion

Thursday 03/31

Objectives:

- o Students will describe how organisms maintain homeostasis
- o Students will understand the levels of organization in living things
- o Students will understand that all matter is made of atoms
- o Students will understand the theory of cells

White Space Question:

How do the digestive system and the circulatory system work together in a multicellular organism?

Agenda:

- o Discuss and Review “Introduction to Body Systems” packet
- o Continue working on Activity 13 “Homeostasis and Cell Processes”
 - o Complete book reading & questions (read pgs 50 – 59; answer questions #1 – 3 & 5 – 18)
 - o Complete Vocabulary & Lesson Review, Answer Analysis Questions & Write Conclusion

Wednesday 03/30

Objectives:

- Students will understand the levels of organization in living things
- Students will understand that all matter is made of atoms
- Students will understand the theory of cells

White Space Question:

Name 3 human body systems.

Agenda:

- Finish “Introduction to Body Systems” packet
- Copy Activity 13 “Homeostasis and Cell Processes” set up in to Science notebook
- Start Activity 13 book reading & questions
 - Read pages 50 – 59 in *Cells and Heredity* book
 - Answer questions #1 – 3 and 5 - 18

Tuesday 03/29

Objectives:

- Students will understand the levels of organization in living things
- Students will understand that all matter is made of atoms
- Students will understand the theory of cells

White Space Question:

What structures do all eukaryotic cells have in common?

Agenda:

- Continue Human Body Systems Project Presentations
- You have 3 minutes to set up your presentation when it's your turn to present
- Work on "Introduction to Body Systems" packet if time

Monday 03/28

Objectives:

- Students will understand the levels of organization in living things
- Students will understand that all matter is made of atoms
- Students will understand the theory of cells

White Space Question:

What are some ways body systems work together?

Agenda:

- Human Body Systems Project Presentations start today
- Determine order of group presentations voluntarily and randomly by luck of the draw
- You have 3 minutes to set up your presentation when it's your turn to present