Columbus County Schools *Science Curriculum Guide*		
SUBJECT: Science	**GRADE LEVEL:** 7th	**GRADING PERIOD:** 1st 9 Weeks
Module(s): Cells and Heredity(A) and Diversity of Living Things (B)	Time Frame: 4 Weeks (+ 1 Week for procedures, safety, etc.)	**Unit:** Cells and Microbiology
Essential Standard: **7.L.1: Understanding the processes, structures and functions of living organisms that enable them to survive, reproduce and carry out the basic functions of life.**		

Lesson: **Single Celled Organisms** **(Time Frame:1 Week)**	**Technology and Literacy Standards and Tasks**	**Academic Vocabulary:**	**Assessment(s):**	**Additional Resources:**
Clarifying Objective: 7.L.1.1: Compare the structures and life functions of single-celled organisms that carry out all of the basic functions of life including: • Euglena • Amoeba • Paramecium • Volvox **Essential Question:** What are protists?	***Science Fusion* Online Components and Digital Lessons** **Write to Learn (See Additional Resources)** **Other Strategies:** • **Use Graphic Organizers to compare and contrast Euglena, Amoeba, Paramecium, and Volvox.** • **Bell Ringers and Exit Tickets** **Technology Standards** 7.TT.1 7.SE.1 **Literacy Standards** CCSS.ELA-Literacy.RST.6-8.1 CCSS.ELA-Literacy.RST.6-8.3	• Euglena • amoeba • paramecium • Volvox • cilia • flagella • pseudopods	**Formative:** • Write to Learn Assignments • Quiz • Review Games • Group Assignments • Bell Ringers/Exit Tickets ***Science Formative Assessment: 75 Practical Strategies (Keeley)*** • **KWL Variations page 128** • **Juicy Questions page 121** • **Muddiest Point page 138** • **Student Annotated Drawings page 53** ***Uncovering Student Ideas in Science Vol. 1 (Keeley)*** • **Functions of Living Things page 147 Vol.1** **Summative:** • **Classroom Tests** • **County Benchmarks** • **Projects** • ***ExamView* Test Bank** • **Schoolnet Assessments**	Middle School Science Wiki by Jane Wright (See link below) http://dpisciencejanewright.pbworks.com/w/page/18172894/FrontPage ***Write to Learn*** **Cells and Heredity: 1.1 Discovering Cells**
Lesson:				

Plant and Animal Cells **(Time Frame: 2 Weeks)**	**Technology and Literacy Standards and Tasks**	**Academic Vocabulary:**	**Assessment(s):**	**Additional Resources:**
Clarifying Objective: 7.L.1.2: Compare the structures and functions of plant and animal cells, including major organelles (cell membrane, cell wall, nucleus, chloroplasts, mitochondria, and vacuoles). **Essential Questions:** **What are living things made of?** **What are the different parts that make up a cell?**	***Science Fusion* Online Component/Digital Lessons** **Write to Learn (See Additional Resources)** **Other Strategies:** • *Group Project:* Prezi on Cells and how they function. • Venn Diagrams Comparing and Contrasting Cells Organelles. • Summarizing Videos • Descriptive Writing for Lab on Blood Cells • Bell Ringers/Exit Tickets ***Technology Standards*** • 7.SI.1 • 7.TT.1 • 7.RP.1 ***Literacy Standards*** • CCSS.ELA-Literacy.RST.6-8.1 • CCSS.ELA-Literacy.RST.6-8.3	• cell • cytoplasm • prokaryote • organism • organelle • eukaryote • cell membrane • nucleus • atom • molecule • lipid • protein • carbohydrate • nucleic acid • phospholipids • cytoskeleton • mitochondrion • ribosome • endoplasmic reticulum • Golgi complex • cell wall • vacuole • chloroplast • lysosome • photosynthesis • homeostasis • diffusion • active transport • osmosis • endocytosis • exocytosis. • cellular respiration • passive transport	**Formative:** • Write to Learn Assignment • Bell Ringers/Exit Tickets **Uncovering Student Ideas in Science Vol. 2 (Keeley)** • **Plants in the Dark and Light page 107** • **Whale and Shrew page 137** **Uncovering Student Ideas in Science Vol. 1 (Keeley)** • **Is it living? Page 123** • **Functions of Living Things page 147** **Uncovering Student Ideas in Science Vol. 3** • **Respiration page 131** **Science Formative Assessment: 75 Practical Strategies (Keeley)** • **First Word, Last Word page 88** • **Thinking Log Stems page 191** • **Annotated Student Drawings page 53** • **Popsicle Stick Questions page 158** **Summative:** • **Classroom Tests** • **County Benchmarks** • **Projects** • ***ExamView* Test Bank** • **Schoolnet Test Bank**	• McDougal Littell 7th Grade North Carolina page 9C – 69C ***Write to Learn:*** **Science 4 1.1 What are the building blocks of life?** **Science 6 2.1 What is a cell?** **Science 6 2.2 What are the functions of organelles?**

Lesson: Hierarchical Organization of Multicellular Organisms **(Time Frame: 1 Week)**	**Technology and Literacy Standards and Tasks**	**Academic Vocabulary:**	**Assessment(s):**	**Additional Resources:**
Clarifying Objective: **7.L.1.3:** Summarize the hierarchical organization of multi-cellular organisms from cells to tissues to organs to systems to organisms. **Essential Question:** How are living things organized?	***Science Fusion* Online Component/Digital Lessons** **Write to Learn (See Additional Resources)** **Other Strategies:** • Bell Ringers/Exit Tickets • Graphic Organizers • Group Work Summarizing Worksheet ***Technology Standards*** • 7.SI.1 • 7.TT.1: • 7.SE.1: ***Literacy Standards*** • CCSS.ELA-Literacy.RST.6-8.5 • CCSS.ELA-Literacy.RST.6-8.7 • CCSS.ELA-Literacy.RST.6-8.9	• cell • tissue • organ • organ system • homeostasis • cellular respiration • organism	**Formative:** • Write to Learn Assignments • Graphic Organizers • Quiz • Group Work Assignments • Bell Ringers/Exit Tickets • Group Assignments • Review Games **Uncovering Student Ideas in Science Vol. 3** • **Cells and Size page 117** • **Sam's Puppy page 125** **Summative:** • **Classroom Tests** • **County Benchmarks** • **Projects** • ***ExamView* Test Bank** • **Schoolnet Test Bank**	• McDougal Littell 7th Grade North Carolina page 9B – 12B **Write to Learn** **Science 6 4.1 How is the body organized?**

Technology Standards used in this Unit:

7.TT.1: Use technology tools to organize information and explore new ways to communicate with peers and teachers.

7.SE.1: Learn safe practices when using online resources and the proper way to summarize retrieved information.

7.SI.1: Research topics, use graphic organizers, and evaluate the validity of resources both online and in text.

7.RP.1: Group work and individual research activities using online resources.

Literacy Standards used in this Unit:

CCSS.ELA-Literacy.RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.

CCSS.ELA-Literacy.RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

CCSS.ELA-Literacy.RST.6-8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

CCSS.ELA-Literacy.RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

CCSS.ELA-Literacy.RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Day 1	Day 2	Day 3	Day 4	Day 5
Lesson: Procedures/Safety	**Lesson:** Procedures/Safety	**Lesson:** Procedures/Safety	**Lesson:** Procedures/Safety	**Lesson:** Procedures/Safety
Clarifying Objective: Classroom procedures/ Inquiry/ Lab **Academic Vocabulary:** "Get to Know you Day"	**Clarifying Objective:** Classroom procedures/ Inquiry/ Lab **Academic Vocabulary:** Lab Procedures	**Clarifying Objective:** Classroom procedures/ Inquiry/ Lab **Academic Vocabulary:** Lab Procedures	**Clarifying Objective:** Classroom procedures/ Inquiry/ Lab **Academic Vocabulary:** Hypothesis	**Clarifying Objective:** Classroom procedures/ Inquiry/ Lab **Academic Vocabulary:** Hypothesis/ Experiment
Bell Ringer: List three things you would like the teacher to know about you. **Instructional Tasks:** Class Rules/ Procedures Get to know you worksheet/ Activity. Think-pair –share among students. Students share with one another interesting facts about themselves. **Summarizer:** Have students share one or two things about their partner in front of the class.	**Bell Ringer:** List three things you may find in a science lab. **Instructional Tasks:** Students will pair up and be given a science lab procedure. They will be required to reword the procedure and create a matching picture. Lab procedure worksheet. Find the problems in the picture(in dropbox resources) **Summarizer:** Exit Ticket- Write a quick summary about today's lesson.	**Bell Ringer:** List an important lab safety rule and explain the importance of this rule. **Instructional Tasks:** Review homework worksheet Demonstrate lab tools such as, microscopes, slides, beaker, test tubes, etc. *Youtube* video- safety procedure rap- Students enjoy this video so I show it twice https://www.youtube.com/watch?v=xJG0ir9nDtc **Summarizer:** Exit Ticket- The most important thing I learned today was...	**Bell Ringer:** Uncovering Student Ideas in Science (Keely) Vol 3- pg 101- What is a hypothesis? **Instructional Tasks:** Review Homework/ Class discussion of Procedures/Safety Discuss the importance of hypothesis. D&T group activity. Students will be grouped and pull words to create a hypothesis. (Directions are on the worksheet, as well as discussion questions.) Draw a picture to illustrate your final hypothesis, be sure to use at least 4 different colors. **Summarizer:** Write 3-5 complete sentences on what you learned by doing this activity and be sure to incorporate some of the things we discussed in class.	**Bell Ringer:** What is the importance of creating a hypothesis before an experiment? Use complete sentences. **Instructional Tasks:** Show examples of If…then…because hypothesis and explain why the science community chooses this written form of hypothesis. (Good Hypothesis-Situations Only- Worksheet in dropbox) **Summarizer:** Discuss a couple of the hypothesis to insure the students understand how to write a thorough educated guess.

Assessment: Observation	**Assessment**: Homework, observation/ if the lab procedure worksheet is not completed, students will finish this for homework.	**Assessment:** SpongeBob Lab safety worksheet. Students need to highlight what Patrick and Spongebob are doing wrong and fix three errors created by Spongebob or Patrick and implement the correct procedure.	**Assessment:** Observation	**Assessment:** Observation

Day 6 **Lesson:** Labor Day (No School)	**Day 7** **Lesson:** Single Celled Organisms	**Day 8** **Lesson:** Single Celled Organisms	**Day 9** **Lesson:** Single Celled Organisms	**Day 10** **Lesson:** Single Celled Organisms
Clarifying Objective: 7.L.1.1: Compare the structures and life functions of single-celled organisms that carry out all of the basic functions of life including: • Euglena • Amoeba • Paramecium • Volvox **Academic Vocabulary:** Euglena, amoeba, paramecium, Volvox, cilia, flagella, pseudopods	**Clarifying Objective:** 7.L.1.1: Compare the structures and life functions of single-celled organisms that carry out all of the basic functions of life including: • Euglena • Amoeba • Paramecium • Volvox **Academic Vocabulary:** Euglena, amoeba, paramecium, Volvox, cilia, flagella, pseudopods	**Clarifying Objective:** 7.L.1.1: Compare the structures and life functions of single-celled organisms that carry out all of the basic functions of life including: • Euglena • Amoeba • Paramecium • Volvox **Academic Vocabulary:** Euglena, amoeba, paramecium, Volvox, cilia, flagella, pseudopods	**Clarifying Objective:** 7.L.1.1: Compare the structures and life functions of single-celled organisms that carry out all of the basic functions of life including: • Euglena • Amoeba • Paramecium • Volvox **Academic Vocabulary:** Euglena, amoeba, paramecium, Volvox, cilia, flagella, pseudopods	**Clarifying Objective:** 7.L.1.1: Compare the structures and life functions of single-celled organisms that carry out all of the basic functions of life including: • Euglena • Amoeba • Paramecium • Volvox **Academic Vocabulary:** Euglena, amoeba, paramecium, Volvox, cilia, flagella, pseudopods
NO SCHOOL	**Bell Ringer:** Introduction to protists: What do you know about single-celled organisms? Make a list and share as a class. **Instructional Tasks:** Science Fusion PowerPoint notes on their website Unit 2 lesson 2- Protists (under lesson teacher support). Copy and paste to a word document to create your own skeleton notes. Discuss each PowerPoint as you go through them.	**Bell Ringer:** Show a slide picture of several types of protists. Students should observe these slides and then compare and contrast each type. **Instructional Tasks:** (Continued) Science Fusion PowerPoint notes on their website Unit 2 lesson 2- Protists (under lesson teacher support). Copy and paste to a word document to create your own skeleton notes.	**Bell Ringer:** 2 multiple choice EOG prep questions focused on 7L1.1 **Instructional Tasks:** Options for instruction: Lab and Demos -pg 126-127 TE Reinforcing Vocabulary (word triangle, pg.129) Science Fusion: Diversity of Living Things Unit 2 Lesson 2, Online Digital Lesson	**Bell Ringer:** Drag and drop pictures of protist identification on Promethean Board **Instructional Tasks:** Assessment on Protists Use ExamView Test Bank from Science Fusion OR make your own mini-test/ quiz on protists OR use Quizlet or Quia for an online assessment

	Optional: Intro to Protists Flipchart **Summarizer:** Identify the four types of protists that we learned today and give 2 characteristics for each! (You can do one fact and an illustration if you like!)	Optional: **Science Fusion** Engage and Explore Activities pg. 126 TE Probing Questions: Plant Like or Animal Like **Summarizer:** **3-2-1** 3 new ideas you learned, 2 concepts you liked, and 1 question you still have!	**Summarizer:** Write a brief summary detailing the activity your group chose to complete. Remember that a summary should tell what you did, how you completed it, and what was the final conclusion. Use complete sentences and appropriate grammar/punctuation.	**Summarizer:** Free Write: Reflection on Quiz Questions…
Assessment: N/A	**Assessment:** Observation and participation	**Assessment:** Observation and participation	**Assessment:** Lab activity	**Assessment:** Summative

Day 11 **Lesson: Plant and Animal Cells**	**Day 12** **Lesson: Plant and Animal Cells**	**Day 13** **Lesson: Plant and Animal Cells**	**Day 14** **Lesson: Plant and Animal Cells**	**Day 15** **Lesson: Plant and Animal Cells**
Clarifying Objective: 7.L.1.2: Compare the structures and functions of plant and animal cells, including major organelles (cell membrane, cell wall, nucleus, chloroplasts, mitochondria, and vacuoles). **Academic Vocabulary:** cell, cytoplasm, prokaryote, eukaryote, organism, organelle, cell membrane, nucleus, mitochondrion, ribosome, cell wall, vacuole, chloroplast	**Clarifying Objective:** 7.L.1.2: Compare the structures and functions of plant and animal cells, including major organelles (cell membrane, cell wall, nucleus, chloroplasts, mitochondria, and vacuoles). **Academic Vocabulary:** cell, cytoplasm, prokaryote, eukaryote, organism, organelle, cell membrane, nucleus, mitochondrion, ribosome, cell wall, vacuole, chloroplast	**Clarifying Objective:** 7.L.1.2: Compare the structures and functions of plant and animal cells, including major organelles (cell membrane, cell wall, nucleus, chloroplasts, mitochondria, and vacuoles). **Academic Vocabulary:** cell, cytoplasm, prokaryote, eukaryote, organism, organelle, cell membrane, nucleus, mitochondrion, ribosome, cell wall, vacuole, chloroplast	**Clarifying Objective:** 7.L.1.2: Compare the structures and functions of plant and animal cells, including major organelles (cell membrane, cell wall, nucleus, chloroplasts, mitochondria, and vacuoles). **Academic Vocabulary:** cell, cytoplasm, prokaryote, eukaryote, organism, organelle, cell membrane, nucleus, mitochondrion, ribosome, cell wall, vacuole, chloroplast	**Clarifying Objective:** 7.L.1.2: Compare the structures and functions of plant and animal cells, including major organelles (cell membrane, cell wall, nucleus, chloroplasts, mitochondria, and vacuoles). **Academic Vocabulary:** cell, cytoplasm, prokaryote, eukaryote, organism, organelle, cell membrane, nucleus, mitochondrion, ribosome, cell wall, vacuole, chloroplast
Bell Ringer: First Word Activity: CELLS Students will create an acrostic using complete sentences to activate prior knowledge on cells. **Instructional Tasks:** Science Fusion PowerPoint notes on their website Unit 1 lesson 1- Characteristics of cells (under lesson teacher support). Copy and paste to a word document to create your own skeleton notes.	**Bell Ringer:** Cells Pretest Science Fusion: Cells and Heredity Unit 1- Lesson 1 Lesson Assessment: Lesson Quiz (Assessment Guide) Unit 1 scroll up to Lesson 1 Pretest **Instructional Tasks:** **Activity:** Research a Scientist (The Cell Theory) Science Fusion Cells and Heredity Teacher Edition Unit 1-Lesson 1 pg. 17 **Optional activity:** Science Fusion Digital Lesson from online Lesson Teacher	**Bell Ringer:** What are the main ideas of cell theory? Hint: there are three! **Instructional Tasks:** Optional activities: **Reinforcing Vocabulary** (4 square/ word triangle) pg. 21 TE **Venn Diagram**: Compare and contrast prokaryotic and eukaryotic cells. pg. 21 TE	**Bell Ringer:** 2 Multiple Choice EOG Prep questions focused on 7L1.2 **Instructional Tasks:** Lesson 1 Quiz on Cell Characteristics OR Use Alternative Assessment (Tic Tac Toe Board) Unit 1-Lesson 1 The Characteristics of Cells	**Bell Ringer**: Engage your brain activity Science Fusion TE pg. 52 (Predict and Relate) **Instructional Tasks:** Science Fusion: Cells and Heredity Unit 1-Lesson 3 Cell Structure and Function Virtual Lab Click on the play button under virtual lab (Additional resources: Lesson Student Resources: Virtual Lab Recording Sheet (blank) **Summarizer:**

Discuss each PowerPoint as you go through them. **<u>Summarizer</u>: Reflect on Cell Theory…**: Standing on the Shoulders of Giants Put the following quote on the board and ask the students to ***think*** about the meaning of the quote. Sir Isaac Newton once said, "*If I have seen further, it is because I was standing on the shoulders of giants.*" Students should write down their own interpretation of the quote and how it applies to the scientists that contributed to cell theory. Ask the students to share their thoughts about the meaning of this quote with the class.	Support Cells and Heredity Unit 1- Lesson 1 **<u>Summarizer:</u>** **Reflection on Research:** Students will summarize the research methods that they chose to use when working on this activity. Also, question students: What are some tips that you could share with your classmates that would help them research?? Think about validity of website and accuracy of information.	**<u>Summarizer:</u>** Choose 2 vocabulary words from our current list and make an illustration that relays the definition without words!	**<u>Summarizer:</u>** Self-assessment and reflection on quiz	3-2-1 Activity on Virtual Lab…3 new ideas you learned, 2 ideas you ideas you liked, and 1 question you still have.
<u>Assessment:</u> Observation Writing Assignment checked	**<u>Assessment:</u>** Participation and observation	**<u>Assessment:</u>** Participation, Observation	**<u>Assessment:</u>** Observation	**<u>Assessment:</u>** Assignment checked/feedback on Virtual Lab

Day 16	**Day 17**	**Day 18**	**Day 19**	**Day 20**
Lesson: Plant and Animal Cells	**Lesson:** Plant and Animal Cells	**Lesson:** Plant and Animal Cells	**Lesson:** Plant and Animal Cells	**Lesson: :** Plant and Animal Cells
Clarifying Objective: 7.L.1.2: Compare the structures and functions of plant and animal cells, including major organelles (cell membrane, cell wall, nucleus, chloroplasts, mitochondria, and vacuoles). **Academic Vocabulary:** cell, cytoplasm, organelle, cell membrane, nucleus, mitochondrion, ribosome, cell wall, vacuole, chloroplast, endoplasmic reticulum, Golgi complex, lysosome, cytoskeleton	**Clarifying Objective:** 7.L.1.2: Compare the structures and functions of plant and animal cells, including major organelles (cell membrane, cell wall, nucleus, chloroplasts, mitochondria, and vacuoles). **Academic Vocabulary:** cell, cytoplasm, organelle, cell membrane, nucleus, mitochondrion, ribosome, cell wall, vacuole, chloroplast, endoplasmic reticulum, Golgi complex, lysosome, cytoskeleton	**Clarifying Objective:** 7.L.1.2: Compare the structures and functions of plant and animal cells, including major organelles (cell membrane, cell wall, nucleus, chloroplasts, mitochondria, and vacuoles). **Academic Vocabulary:** cell, cytoplasm, organelle, cell membrane, nucleus, mitochondrion, ribosome, cell wall, vacuole, chloroplast, endoplasmic reticulum, Golgi complex, lysosome, cytoskeleton	**Clarifying Objective:** 7.L.1.2: Compare the structures and functions of plant and animal cells, including major organelles (cell membrane, cell wall, nucleus, chloroplasts, mitochondria, and vacuoles). **Academic Vocabulary:** cell, cytoplasm, organelle, cell membrane, nucleus, mitochondrion, ribosome, cell wall, vacuole, chloroplast, endoplasmic reticulum, Golgi complex, lysosome, cytoskeleton	**Clarifying Objective:** 7.L.1.2: Compare the structures and functions of plant and animal cells, including major organelles (cell membrane, cell wall, nucleus, chloroplasts, mitochondria, and vacuoles). **Academic Vocabulary:** cell, cytoplasm, organelle, cell membrane, nucleus, mitochondrion, ribosome, cell wall, vacuole, chloroplast, endoplasmic reticulum, Golgi complex, lysosome, cytoskeleton
Bell Ringer: Visualize it Activity, Science Fusion Cells and Heredity Unit 1-Lesson 3 TE pg. 53 **Instructional Tasks:** Cell Organelle Research Worksheet/ Webquest See additional resources on county website	**Bell Ringer:** In small groups or pairs, distribute organelle matching card sort. Students will match the cell structure to its corresponding function. **Instructional Tasks:** (continued from Monday) Cell Organelle Research Worksheet/ Webquest Students will research each	**Bell Ringer:** **Organelle/Function Matching** **Instructional Tasks:** The Cell PPT (See additional resources on county website)	**Bell Ringer: Visual Summary Cells and Cell Theory Science Fusion Student Edition p. 12 and Cell Structure and Function Visual Summary p. 34** **Instructional Tasks:** **Lesson Review "The Characteristics of Cells" Science Fusion Student Edition p. 13 and "Cell**	**Bell Ringer: N/A** **Instructional Tasks:** **Write to Learn** Cells and Heredity: 1.1 Discovering Cells

Students will research each cell part to find out location, details, and functions from a reliable source. **<u>Summarizer</u>:** Choose 4 of the organelles we have studied and write down 3 "quick facts" about each one.	cell part to find out location, details, and functions from a reliable source. **<u>Summarizer:</u>** *Movers and Shakers OR Line Dance* (STEM Strategy) Students will make two equal parallel lines facing each other. This strategy allows students to question each other one-on-one. The line will move after students complete the first question. The student at the END of the line will then dance through the middle to return to the beginning.	**<u>Summarizer:</u>** List 3 organelles that you are certain of their function and tell their function. List one organelle that you are still unsure of its function.	**Structure and Function" Lesson Review p. 35** **<u>Summarizer:</u>** **Discuss student answers to the Lesson Reviews**	**<u>Summarizer:</u>** **Discuss completed Write to Learn Summary**
<u>Assessment:</u> Observation, Graded Assignment	**<u>Assessment:</u>** Observation, Graded Assignment	**<u>Assessment:</u>** **Participation, Discussion**	**<u>Assessment:</u>** Observation, Graded Assignment	**<u>Assessment:</u>** Completed Write to Learn Summary

Day 21 **Lesson:** Levels of Cellular Organization	**Day 22** **Lesson:** Levels of Cellular Organization	**Day 23** **Lesson:** Levels of Cellular Organization	**Day 24** **Lesson:** Levels of Cellular Organization	**Day 25** **Lesson: :** Levels of Cellular Organization
Clarifying Objective: **7.L.1.3**: Summarize the hierarchical organization of multicellular organisms from cells to tissues to organs to organ systems to organisms. **Academic Vocabulary:** cell, tissue, organ, organ system, organism, homeostasis, cellular respiration	**Clarifying Objective:** **7.L.1.3**: Summarize the hierarchical organization of multicellular organisms from cells to tissues to organs to organ systems to organisms. **Academic Vocabulary:** cell, tissue, organ, organ system, organism, homeostasis, cellular respiration	**Clarifying Objective:** **7.L.1.3**: Summarize the hierarchical organization of multicellular organisms from cells to tissues to organs to organ systems to organisms. **Academic Vocabulary:** cell, tissue, organ, organ system, organism, homeostasis, cellular respiration	**Clarifying Objective:** **7.L.1.3**: Summarize the hierarchical organization of multicellular organisms from cells to tissues to organs to organ systems to organisms. **Academic Vocabulary:** cell, tissue, organ, organ system, organism, homeostasis, cellular respiration	**Clarifying Objective:** **7.L.1.3**: Summarize the hierarchical organization of multicellular organisms from cells to tissues to organs to organ systems to organisms. **Academic Vocabulary:** cell, tissue, organ, organ system, organism, homeostasis, cellular respiration
Bell Ringer: Engage Your Brain Questions 1, 2 and 3 p. 39 Science Fusion Student Edition **Instructional Tasks:** Digital Lesson "Levels of Cellular Organization" with Fill in Notes **Summarizer:** Explain the levels of cellular organization	**Bell Ringer:** Questions 6 and 7 p. 41 Student Edition **Instructional Tasks:** "Cells to Organisms" FoldNote p. 66 Teacher's Edition **Summarizer:** Formative Assessment Discussion Questions p. 67 Teacher's Edition -- Discuss	**Bell Ringer: Explain how structure relates to function and give two examples.** **Instructional Tasks:** Use Alternative Assessment Tic-Tac-Toe Worksheet (Choose one or more assignments for the students) **Summarizer:** Have students show their products from the assessment.	**Bell Ringer: Question #11 Student Edition p.45** **Instructional Tasks:** **Lesson Review p. 49 Student Edition** **Summarizer:** **Go over student answers to Lesson Review**	**Bell Ringer: No Bell Ringer** **Instructional Tasks:** **Write to Learn :** Science 6.4.1: How is the body organized? **Summarizer**: Completed Write to Learn Activity
Assessment: Participation, Discussion	**Assessment:** Discussion, Participation	**Assessment:** Graded Assignment	**Assessment:** Participation	**Assessment:** Written Assignment