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 **Summarizer:**	**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 **Summarizer:**	**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.	Choose 2 vocabulary words from our current list and make an illustration that relays the definition without words!	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	**Day 22**	**Day 23**	**Day 24**	**Day 25**
Lesson: Levels of Cellular Organization	**Lesson:** Levels of Cellular Organization	**Lesson:** Levels of Cellular Organization	**Lesson:** Levels of Cellular Organization	**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