Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
Lesson: Infectious Disease Essential Questions: What causes disease?	**Lesson:** Infectious Disease Essential Questions: What causes disease?	**Lesson:** Infectious Disease Essential Questions: What causes disease?	**Lesson:** Infectious Disease Essential Questions: What causes disease?	**Lesson:** Infectious Disease Essential Questions: What causes disease?
Clarifying Objective: **8. L.1.1:** Summarize the basic characteristics of viruses, bacteria, fungi and parasites relating to the spread, treatment and prevention of disease. **8. L.1.2:** Explain the difference between epidemic and pandemic as it relates to the spread, treatment and prevention of disease. **Academic Vocabulary:** Noninfectious disease, infectious disease, antibiotic, antiviral drug, vaccine, epidemic, pandemic	**Clarifying Objective:** **8. L.1.1:** Summarize the basic characteristics of viruses, bacteria, fungi and parasites relating to the spread, treatment and prevention of disease. **8. L.1.2:** Explain the difference between epidemic and pandemic as it relates to the spread, treatment and prevention of disease. **Academic Vocabulary:** Noninfectious disease, infectious disease, antibiotic, antiviral drug, vaccine, epidemic, pandemic	**Clarifying Objective:** **8. L.1.1:** Summarize the basic characteristics of viruses, bacteria, fungi and parasites relating to the spread, treatment and prevention of disease. **8. L.1.2:** Explain the difference between epidemic and pandemic as it relates to the spread, treatment and prevention of disease. **Academic Vocabulary:** Noninfectious disease, infectious disease, antibiotic, antiviral drug, vaccine, epidemic, pandemic	**Clarifying Objective:** **8. L.1.1:** Summarize the basic characteristics of viruses, bacteria, fungi and parasites relating to the spread, treatment and prevention of disease. **8. L.1.2:** Explain the difference between epidemic and pandemic as it relates to the spread, treatment and prevention of disease. **Academic Vocabulary:** Noninfectious disease, infectious disease, antibiotic, antiviral drug, vaccine, epidemic, pandemic	**Clarifying Objective:** **8. L.1.1:** Summarize the basic characteristics of viruses, bacteria, fungi and parasites relating to the spread, treatment and prevention of disease. **8. L.1.2:** Explain the difference between epidemic and pandemic as it relates to the spread, treatment and prevention of disease. **Academic Vocabulary:** Noninfectious disease, infectious disease, antibiotic, antiviral drug, vaccine, epidemic, pandemic
Bell Ringer: Daily Demo- Curdled Milk pg 147 (You need to prepare this on the weekend ahead of time)	**Bell Ringer:** Would you use a vaccine or antibiotics to get rid of malaria? Why? Is Malaria a virus or a bacteria?	**Bell Ringer:** How are viruses different from bacteria? (Viruses are considered nonliving because they need a host and cant replicate on their	**Bell Ringer:** If someone has a bacterial infection, such as pink eye, how is he or she most likely to transmit the infection to others?	**Bell Ringer:** List at least four ways of reducing the risk of transmitting an infectious disease.(wash

Instructional Tasks: **Use Science Fusion (Module C- Infectious Disease Unit 2 Lesson 2)** **Pg. 146- 157 teacher pages** **Student pages 113-123** **Options:** **-Read Unit 2 Lesson 2 pg. 146-157** **-Text Walk with skeletal notes/ matching powerpoint** **-Digital Lesson with skeletal notes (Digital Lesson- Teachers may make a worksheet that displays each question from the digital lesson. Then review answers together as a group!)** **-Virtual Lab** **Summarizer:** **3-2-1 on powerpoint notes or digital lesson** **-3 things you liked, 2**	**Instructional Tasks:** **-Continue/finish day 1 lesson** **-Vocabulary activity on Effects of Energy Transfer** **Card Sort- Found in teacher resources- vocabulary strategies.** **Word Splash- Found in teacher resources- vocabulary strategies.** **(use any strategy you like: ex- Frayer model, word triangle, Four Square, etc.)** **Summarizer:** **Create an Acrostic Poem using one of your vocabulary words. Make sure the words or sentences match the definition of the vocabulary word.**	own. Bacteria are living and can replicate on their own) **Instructional Tasks:** **Options:** **-Students can take a "book walk" through the lesson. Each page of the student book has questions they will answer after reading each section. If using laptops, the program will read to the student. If laptops are not available, you can make a class set of the lesson for students to use.** **~ Quick Lab- Spreading a Disease pg 147. Worksheet can be found in Inquiry Resource.** **~ Quick Lab- Passing the Cold. Pg 147 (activity sheets can be found at the Lesson Inquiry Resource)** **Activity- What's my Cause? Pg 146** **Summarizer:** **3-2-1 on Virtual Lab**	(rubbing or touching the eye, wiping the eye on a towel and sharing towels) **Instructional Tasks:** **Options-** **~Health Connection pg. 150. Students will research to create a wanted poster for a type of dangerous bacteria, virus, fungi or parasite.** **~Activity- Food Safety pg 150 (activity sheets can be found at the Lesson Inquiry Resource** **Or choose an option from the previous three days that has not been completed.** **Summarizer:** **Think-Pair- Share the answers to any of the labs chosen.**	hands, refrigerate food, vaccinations, insect repellent, use cleaning supplies that kill bacterial microbes) **Instructional Tasks:** **Options- 1 day** **Students will become a Disease Defender and complete missions depending on the disease chosen. http://medmyst.rice.edu/** **Option 2- Can take two or more days-** **WTL- Biology: 16.4 Disease-causing Bacteria** **Biology: 16.5 Viral Structures and the Diseases Viruses Can Cause** **Summarizer:** Summarizer will depend

new ideas you learned, 1 question you have.		**-3 things you liked, 2 new ideas you learned, 1 question you have.**		on the activity chosen.
Assessment: Observation/ Lesson Review/ summarizer	**Assessment:** Observation	**Assessment:** summarizer, observation	**Assessment:** summarizer, observation/ take it home worksheet	**Assessment:** Observation

***Great summarizer website: http://www.cobbk12.org/CheathamHill/LFS%20Update/summarizing_strategies.htm and http://www.christina.k12.de.us/LiteracyLinks/elemresources/lfs_resources/summarizing_strategies.pdf Allows you to pick many different summarizers depending on your activity. ***

Day 6	Day 7	Day 8	Day 9	Day 10
Lesson: Infectious Disease Essential Questions: What causes disease?	**Lesson:** Infectious Disease	**Lesson:-** Chemistry of Life Essential.Question- What are the building blocks of organisms?	**Lesson:** Chemistry of Life	**Lesson:** Chemistry of Life
Clarifying Objective: **8. L.1.1:** Summarize the basic characteristics of viruses, bacteria, fungi and parasites relating to the spread, treatment and prevention of disease. **8. L.1.2:** Explain the difference between epidemic and pandemic as it relates to the spread, treatment and prevention of disease. **Academic Vocabulary:**	**Clarifying Objective:** **8. L.1.1:** Summarize the basic characteristics of viruses, bacteria, fungi and parasites relating to the spread, treatment and prevention of disease. **8. L.1.2:** Explain the difference between epidemic and pandemic as it relates to the spread, treatment and prevention of disease.	**Clarifying Objective:** **8.L.5.1** Summarize how food provides the energy and the molecules required for building materials, growth and survival of all organisms (to include plants). **8.L.5.2**: Explain the relationship among a healthy diet, exercise, and the general health of the body (emphasis on the relationship between	**Clarifying Objective:** **8.L.5.1** Summarize how food provides the energy and the molecules required for building materials, growth and survival of all organisms (to include plants). **8. L.5.2**: Explain the relationship among a healthy diet, exercise, and the general health of the body (emphasis on the relationship between	**Clarifying Objective:** **8.L.5.1** Summarize how food provides the energy and the molecules required for building materials, growth and survival of all organisms (to include plants). **8. L.5.2**: Explain the relationship among a healthy diet, exercise, and the general health of the body (emphasis on the relationship between

Noninfectious disease, infectious disease, antibiotic, antiviral drug, vaccine, epidemic, pandemic	**Academic Vocabulary:** Noninfectious disease, infectious disease, antibiotic, antiviral drug, vaccine, epidemic, pandemic	respiration and digestion.) **Academic Vocabulary:** Carbohydrate, nucleic acid, lipid, phospholipid, protein	respiration and digestion.) **Academic Vocabulary:** Carbohydrate, nucleic acid, lipid, phospholipid, protein	respiration and digestion.) **Academic Vocabulary:** Carbohydrate, nucleic acid, lipid, phospholipid, protein
Bell Ringer: How has technology reduced the spread, infectious disease? (refrigeration, pasteurization, vaccines) **Instructional Tasks:** **Use Science Fusion (Module C- Unit 2 Lesson 2)** **www.medicalnewstoday.com/** articles/148945.php- What is a pandemic? What is an epidemic? http://www.pbs.org/wgbh/nova/body/pandemic-flu.html - video on pandemics and epidemics. **Summarizer:** **-3 things you liked, 2 new ideas you learned, 1 question you have.**	**Bell Ringer:** Venn Diagram- Epidemic and Pandemic **Instructional Tasks:** **-Traditional Quiz/ Test** **-Lesson Review pg 123 Module C** **~ Alternative Test- Disease Transmission pg 151 Module C** **Human Biology and Health: 3.1 The Body's Transport System** **Summarizer:** **Create an Acrostic Poem using one of your vocabulary words. Make sure the words or sentences match the**	**Bell Ringer:** Bread is made from several substances including sugar, water, and salt. Is bred an element? (no, it contains many elements such as carbon, hydrogen and oxygen) **Instructional Tasks:** **Use Science Fusion (Module A- Cells and Heredity) Unit 1 Lesson 2- Chemistry of Life** **Pg. 30- 42 teacher pages** **Student pages 14- 22** **Options:** **-Read Unit 1 Lesson 2 pg. 14-22** **-Text Walk with skeletal**	**Bell Ringer:** Activity: Spoonful of Sugar; prepare this ahead of time Pg 32 **Instructional Tasks:** **-Continue/finish day 1 lesson** **-Vocabulary activity on Chemistry of Life** **~Preview Vocabulary- pg 35** **Card Sort- Found in teacher resources- vocabulary strategies.** **Word Splash- Found in teacher resources- vocabulary strategies.** **(use any strategy you like: ex- Frayer model, word triangle, Four Square, etc.)**	**Bell Ringer:** Encouraging Exercise- pg 160. **Instructional Tasks:** **Options:** **Digital Lesson- Teachers may make a worksheet that displays each question from the digital lesson. Then review answers together as a group!** **~ -Students can take a "book walk" through the lesson. Each page of the student book has questions they will answer after reading each section. If using laptops, the program will read to the student. If laptops are not available, you can make a class set of the lesson for students to use.** **~ Daily Demo- Oil and**

	definition of the vocabulary word.	**notes/ matching powerpoint** **-Digital Lesson with skeletal notes** **Summarizer:** **3-2-1 on powerpoint notes or digital lesson** **-3 things you liked, 2 new ideas you learned, 1 question you have.**	**Summarizer:** **Matching game on the projector. Teacher will choose a word and students will find the matching word. Or** **Draw pictures of their vocabulary words. This can be extended to homework.**	**Water pg 33. Worksheets can be found in lesson inquiry resource.** **-Quick lab- Analyzing Cell Components pg 33. Worksheets can be found in lesson inquiry resource.** **-Activity: Food Molecules pg 32** **Summarizer:** Summarizer will depend on the activity chosen.
Assessment: Observation/ Lesson Review/ summarizer	**Assessment:** Observation	**Assessment:** summarizer, observation	**Assessment:** summarizer, observation/ take it home worksheet	**Assessment:** Observation

Day 11	**Day 12**	**Day 13**	**Day 14**	**Day 15**
Lesson:- Nutrition and Fitness Essential Question- How are nutrition, fitness, and health related?	**Lesson:** Nutrition and Fitness	**Lesson:** Nutrition and Fitness	**Lesson:** Nutrition and Fitness	**Lesson:** Nutrition and Fitness
Clarifying Objective: **8.L.5.1** Summarize how food provides the energy and the	**Clarifying Objective:** **8.L.5.1** Summarize how food provides the energy and the	**Clarifying Objective:** **8.L.5.1** Summarize how food provides the energy and the	**Clarifying Objective:** **8. L.5.2**: Explain the	**Clarifying Objective:** **8. L.5.2**: Explain the

molecules required for building materials, growth and survival of all organisms (to include plants). **8. L.5.2**: Explain the relationship among a healthy diet, exercise, and the general health of the body (emphasis on the relationship between respiration and digestion.) **Academic Vocabulary:** Carbohydrate, nucleic acid, lipid, phospholipid, protein	molecules required for building materials, growth and survival of all organisms (to include plants). **8. L.5.2**: Explain the relationship among a healthy diet, exercise, and the general health of the body (emphasis on the relationship between respiration and digestion.) **Academic Vocabulary:** Carbohydrate, nucleic acid, lipid, phospholipid, protein	molecules required for building materials, growth and survival of all organisms (to include plants). **8. L.5.2**: Explain the relationship among a healthy diet, exercise, and the general health of the body (emphasis on the relationship between respiration and digestion.) **Academic Vocabulary:** Carbohydrate, nucleic acid, lipid, phospholipid, protein	relationship among a healthy diet, exercise, and the general health of the body (emphasis on the relationship between respiration and digestion.) **Academic Vocabulary:** Nutrition, nutrient, diet, overweight, obesity, eating disorder, physical fitness	relationship among a healthy diet, exercise, and the general health of the body (emphasis on the relationship between respiration and digestion.) **Academic Vocabulary:** Nutrition, nutrient, diet, overweight, obesity, eating disorder, physical fitness
Bell Ringer: Why is nutrition an important part of taking care of your body? What is another factor that can contribute to health? **Instructional Tasks:** **Use Science Fusion (Module C- The Human Body) Unit 2 Lesson 3- Health and Nutrition** **Pg. 158- 171 teacher pages**	**Bell Ringer:** Activity: What's for Dinner? Pg 160 **Instructional Tasks:** **-Continue/finish day 1 lesson** **-Vocabulary activity on Managing Resources** **~Preview Vocabulary- pg 163** **Card Sort- Found in teacher resources- vocabulary strategies.**	**Bell Ringer:** Encouraging Exercise- pg 160. **Instructional Tasks:** **Options:** **-Have students create an exercise game- they can research online for various P.E. games. They need to make it fun and easy for the class to learn. Students will have to demonstrate their exercise, as well as, the remaining students will have to**	**Bell Ringer:** If someone has a bacterial infection, such as pink eye, how is he or she most likely to transmit the infection to others? (rubbing or touching the eye, wiping the eye on a towel and sharing towels) **Instructional Tasks:** **Options:** **Options-** **~Health Connection pg.**	**Bell Ringer:** List at least four ways of reducing the risk of transmitting an infectious disease.(wash hands, refrigerate food, vaccinations, insect repellent, use cleaning supplies that kill bacterial microbes) **Instructional Tasks:** **Options- 1 day**

Student pages 125-135 **Options:** **-Read Unit 2 Lesson 30 pg. 158-171** **-Text Walk with skeletal notes/ matching powerpoint** **-Digital Lesson with skeletal notes** **-virtual lab** **Summarizer:** **3-2-1 on powerpoint notes or digital lesson** **-3 things you liked, 2 new ideas you learned, 1 question you have.**	**Word Splash- Found in teacher resources- vocabulary strategies.** **(use any strategy you like: ex- Frayer model, word triangle, Four Square, etc.)** **-** **Summarizer:** **Matching game on the projector. Teacher will choose a word and students will find the matching word. Or** **Draw pictures of their vocabulary words. This can be extended to homework.**	**repeat the exercise. This will take at least two or three days to complete.** **Digital Lesson- Teachers may make a worksheet that displays each question from the digital lesson. Then review answers together as a group!** **~ Daily Demo- Serving Sizes pg .161. worksheets can be found in lesson inquiry resource.** **~ -Students can take a "book walk" through the lesson. Each page of the student book has questions they will answer after reading each section. If using laptops, the program will read to the student. If laptops are not available, you can make a class set of the lesson for students to use.** **~ Daily Demo- Serving Sizes pg .161. Worksheets can be found in lesson inquiry resource.**	**150. Students will research to create a wanted poster for a type of dangerous bacteria, virus, fungi or parasite.** **~Activity- Food Safety pg 150 (activity sheets can be found at the Lesson Inquiry Resource** **Or choose an option from the previous three days that has not been completed.** **Summarizer:** **Think-Pair- Share the answers to any of the labs chosen.**	**Students will become a Disease Defender and complete missions depending on the disease chosen. http://medmyst.rice.edu/** **Option 2- Can take two or more days-** **WTL- Biology: 16.4 Disease-causing Bacteria** **Biology: 16.5 Viral Structures and the Diseases Viruses Can Cause** **Summarizer:** Summarizer will depend on the activity chosen.

		-Quick lab- The Effects of Exercise on Pulse and Breathing Rate pg 161. Worksheets can be found in lesson inquiry resource. **<u>Summarizer:</u>** Summarizer will depend on the activity chosen. Take it Home Worksheet can be found online in Lesson Students Resources.		
<u>Assessment:</u> summarizer, observation	**<u>Assessment:</u>** summarizer, observation/ take it home worksheet	**<u>Assessment:</u>** Observation	**<u>Assessment:</u>** summarizer, observation/ take it home worksheet	**<u>Assessment:</u>** Observation