GRADE 7 SCIENCE
CURRICULUM MAP
SAUGUS MIDDLE SCHOOL

Week 1

Performance Standards

The students will:

LS #1: Classify organisms into the currently **Recognize**d kingdoms according to characteristics that they share**.** Be familiar with organisms from each kingdom**.**

Unit/Topic/Lesson

- Life's Structure and Classification
- How are Living things classified?

Objectives (Students Will...)

- **Distinguish** between living and nonliving things.
- **Identify** what living things need to survive.
- **Describe** how early scientists classified living things.
- **Explain** the system of binomial nomenclature.
- **Demonstrate** how to use a dichotomous key.

Essential Question

How does knowing how living things are classified help you understand the relationships that exist between all living things?

Teacher Resources

- Glencoe Green ©2005 Chapter 8
- Foldables
- Transparency Activity W.S.
- Content Outline W.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
Quiz: Given at the end of the week on all introduced topic and concepts.

Completion date:

Completed by:

Comments

Week 2

Performance Standards

The students will:

LS #1: Classify organisms into the currently **Recognize**d kingdoms according to characteristics that they share**.** Be familiar with organisms from each kingdom**.**

Unit/Topic/Lesson

- Life's Structure and Classification
- How are Living things classified?

Objectives (Students Will...)

- **Distinguish** between living and nonliving things.
- **Identify** what living things need to survive.
- **Describe** how early scientists classified living things.
- **Explain** the system of binomial nomenclature.
- **Demonstrate** how to use a dichotomous key.

Essential Question

What are the functions of scientific names?

Teacher Resources

- Glencoe Green ©2005 Chapter 8
- Foldables
- Transparency Activity W.S.
- Content Outline W.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
Quiz: Given at the end of the week on all introduced topic and concepts.

Completion date:

Completed by:

Comments

Week 3

Performance Standards

The students will:

LS #2: Recognize that all organisms are composed of cells and that many organisms are single-celled (unicellular), e.g., bacteria, yeast**.** In these single-celled organisms, one cell must carry out all of the basic functions of life**.**

LS #3: Compare and contrast plant and animal cells, including major organelles (cell membrane, cell wall, nucleus, cytoplasm, chloroplasts, mitochondria, vacuoles)**.**

LS #4: Recognize that within cells, many of the basic functions of organisms (e.g., extracting energy from food and getting rid of waste) are carried out**.** The way in which cells function is similar in all living organisms**.**

Unit/Topic/Lesson

- Life's Structure and Classification
- Cell Structure

Objectives (Students Will...)

- **Describe** the development of the cell theory.
- **Identify** names and functions of all each part of the cell.
- **Explain** the importance of the nucleus in a cell.
- **Compare** tissues, organs, and organ systems.

Essential Question

How are humans like all other living things?

Teacher Resources

- Glencoe Green ©2005 Chapter 8
- Foldables
- Transparency Activity W.S.
- Content OutlineW.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
Quiz: Given at the end of the week on all introduced topic and concepts.

Completion date:

Completed by:

Comments

Week 4

Performance Standards

The students will:

LS #2: Recognize that all organisms are composed of cells and that many organisms are single-celled (unicellular), e.g., bacteria, yeast**.** In these single-celled organisms, one cell must carry out all of the basic functions of life**.**

LS #3: Compare and contrast plant and animal cells, including major organelles (cell membrane, cell wall, nucleus, cytoplasm, chloroplasts, mitochondria, vacuoles)**.**

LS #4: Recognize that within cells, many of the basic functions of organisms (e.g., extracting energy from food and getting rid of waste) are carried out**.** The way in which cells function is similar in all living organisms**.**

Unit/Topic/Lesson

- Life's Structure and Classification
- Cell Structure

Objectives (Students Will...)

- **Describe** the development of the cell theory.
- **Identify** names and functions of all each part of the cell.
- **Explain** the importance of the nucleus in a cell.
- **Compare** tissues, organs, and organ systems.

Essential Question

What structures do plant cells have that animal cells do not have?

Teacher Resources

- Glencoe Green ©2005 Chapter 8
- Foldables
- Transparency Activity W.S.
- Content OutlineW.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
Quiz: Given at the end of the week on all introduced topic and concepts.

Completion date:

Completed by:

Comments

Week 5

Performance Standards

The students will:

LS #4: Recognize that within cells, many of the basic functions of organisms (e.g., extracting energy from food and getting rid of waste) are carried out**.** The way in which cells function is similar in all living organisms**.**

Unit/Topic/Lesson

- Cell Processes
- Moving Cellular Materials
- Energy for life

Objectives (Students Will...)

- **Describe** the function of selectively permeable membrane.
- **Explain** how the process of diffusion and osmosis move molecules in living cells**.**
- **Explain** how passive transport and active transport differ.

Essential Question

What structure controls substances that enter and leave the cells in your body?

Teacher Resources

- Glencoe Green ©2005 Chapter 9
- Foldables
- Transparency Activity W.S.
- Content OutlineW.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources
- Video lab

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
- Diffusion

Quiz: Given at the end of the week on all introduced topic and concepts.

Completion date:

Completed by:

Comments

Week 6

Performance Standards

The students will:

LS #4: Recognize that within cells, many of the basic functions of organisms (e.g., extracting energy from food and getting rid of waste) are carried out**.** The way in which cells function is similar in all living organisms**.**

Unit/Topic/Lesson

- Cell Processes
- Moving Cellular Materials
- Energy for life

Objectives (Students Will...)

- **Describe** the function of selectively permeable membrane.
- **Explain** how the process of diffusion and osmosis move molecules in living cells.
- **Explain** how passive transport and active transport differ.

Essential Question

How do the processes of photosynthesis and respiration help you to understand how plants store and release the Sun's energy?

Teacher Resources

- Glencoe Green ©2005 Chapter 9
- Foldables
- Transparency Activity W.S.
- Content OutlineW.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources
- **MOVIE**: Cells

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
Quiz: Given at the end of the week on all introduced topic and concepts.

Completion date:

Completed by:

Comments

Week 7

Performance Standards

The students will:

LS #1: Classify organisms into the currently recognized kingdoms according to characteristics that they share**.** Be familiar with organisms from each kingdom**.**

Unit/Topic/Lesson

- Life's Structure and Classification
- Viruses

Objectives (Students Will...)

- **Explain** how a virus makes a copy of itself.
- **Identify** the benefits of vaccines.
- **Investigate** some uses of viruses.

Essential Question

How does a virus use organisms, including humans, to make copies of itself?

Teacher Resources

- Glencoe Green ©2005 Chapter 8
- Foldables
- Transparency Activity W.S.
- Content OutlineW.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources
- **MOVIE**: Outbreak w/ Mike Wallace

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
Quiz: Given at the end of the week on all introduced topic and concepts.

Completion date:

Completed by:

Comments

Week 8

Performance Standards

The students will:

LS #1: Classify organisms into the currently recognized kingdoms according to characteristics that they share**.** Be familiar with organisms from each kingdom**.**

Unit/Topic/Lesson

- Life's Structure and Classification
- Viruses

Objectives (Students Will...)

- **Explain** how a virus makes a copy of itself.
- **Identify** the benefits of vaccines.
- **Investigate** some uses of viruses.

Essential Question

How do viruses cause disease in humans?

Teacher Resources

- Glencoe Green ©2005 Chapter 8
- Foldables
- Transparency Activity W.S.
- Content OutlineW.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources
- **MOVIE**: Hanta Virus

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
Quiz: Given at the end of the week on all introduced topic and concepts.

Completion date:

Completed by:

Comments

Week 9

Performance Standards

The students will:

LS #7: Recognize that every organism requires a set of instructions that specifies its traits**.** These instructions are stored in the organism's chromosomes**.** Heredity is the passage of these instructions from one generation to another**.**

LS #8: Recognize that hereditary information is contained in genes located in the chromosomes of each cell**.** A human cell contains about 30,000 different genes on 23 different chromosomes**.**

Unit/Topic/Lesson

- Cell Processes
- Cell Division and Mitosis

Objectives (Students Will...)

- **Explain** why mitosis is important.
- **Examine** the steps of mitosis.
- **Compare** mitosis in plant and animal cells.
- **List** 2 examples of asexual reproduction.

Essential Question

How does cell division result in the growth of organisms?

Teacher Resources

- Glencoe Green ©2005 Chapter 10
- Foldables
- Transparency Activity W.S.
- Content OutlineW.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
Quiz: Given at the end of the week on all introduced topic and concepts.

Completion date:

Completed by:

Comments

Week 10

Performance Standards

The students will:

LS #7: Recognize that every organism requires a set of instructions that specifies its traits**.** These instructions are stored in the organism's chromosomes**.** Heredity is the passage of these instructions from one generation to another**.**

LS #8: Recognize that hereditary information is contained in genes located in the chromosomes of each cell**.** A human cell contains about 30,000 different genes on 23 different chromosomes**.**

LS #9: Compare sexual reproduction (offspring inherit half of their genes from each parent) with asexual reproduction (offspring is an identical copy of the parent's cell)**.**

Unit/Topic/Lesson

- Cell Reproduction
- Sexual Reproduction and Meiosis

Objectives (Students Will...)

- **Describe** the stages of meiosis and how the sex cells are produced.
- **Explain** why meiosis is needed for sexual reproduction.
- **Name** the cells that are involved in fertilization.
- **Explain** how fertilization occurs in sexual reproduction.

Essential Question

Why is it that nobody looks exactly like you?

Teacher Resources

- Glencoe Green ©2005 Chapter 10
- Foldables
- Transparency Activity W.S.
- Content OutlineW.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
Quiz: Given at the end of the week on all introduced topic and concepts.

Completion date:

Completed by:

Comments

Week 11

Performance Standards

The students will:

LS #7: Recognize that every organism requires a set of instructions that specifies its traits**.** These instructions are stored in the organism's chromosomes**.** Heredity is the passage of these instructions from one generation to another**.**

LS #8: Recognize that hereditary information is contained in genes located in the chromosomes of each cell**.** A human cell contains about 30,000 different genes on 23 different chromosomes**.**

Unit/Topic/Lesson

- Cell Reproduction
- DNA

Objectives (Students Will...)

- **Identify** the parts of a DNA molecule and its structure.
- **Explain** how DNA copies itself.
- **Describe** the structure and function of each type of RNA.

Essential Question

How does DNA determine everything your body is and does?

Teacher Resources

- Glencoe Green ©2005 Chapter 10
- Foldables
- Transparency Activity W.S.
- Content OutlineW.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
Quiz: Given at the end of the week on all introduced topic and concepts.

Completion date:

Completed by:

Comments

Week 12

Performance Standards

The students will:

LS #7: Recognize that every organism requires a set of instructions that specifies its traits**.** These instructions are stored in the organism's chromosomes**.** Heredity is the passage of these instructions from one generation to another**.**

LS #8: Recognize that hereditary information is contained in genes located in the chromosomes of each cell**.** A human cell contains about 30,000 different genes on 23 different chromosomes**.**

Unit/Topic/Lesson

- Cell Reproduction
- DNA

Objectives (Students Will...)

- **Identify** the parts of a DNA molecule and its structure.
- **Explain** how DNA copies itself.
- **Describe** the structure and function of each type of RNA.

Essential Question

What is a mutation?

Teacher Resources

- Glencoe Green ©2005 Chapter 10
- Foldables
- Transparency Activity W.S.
- Content OutlineW.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources
- **MOVIE:** Huntington's Disease

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
- Karyotyping
- Gender Determination
- Hemophilia

Quiz: Given at the end of the week on all introduced topic and concepts.
Test: Chapter 10

Completion date:

Completed by:

Comments

Week 13

Performance Standards

The students will:

LS #7: Recognize that every organism requires a set of instructions that specifies its traits**.** These instructions are stored in the organism's chromosomes**.** Heredity is the passage of these instructions from one generation to another**.**

LS #8: Recognize that hereditary information is contained in genes located in the chromosomes of each cell**.** A human cell contains about 30,000 different genes on 23 different chromosomes**.**

LS #9: Compare sexual reproduction (offspring inherit half of their genes from each parent) with asexual reproduction (offspring is an identical copy of the parent's cell)**.**

Unit/Topic/Lesson

- Heredity
- Genetics

Objectives (Students Will...)

- **Explain** how traits are inherited.
- **Identify** Mendel's role in the history of genetics.
- **Use** a Punnett square to predict the results of crosses.
- **Compare and contrast** the difference between an individual genotype and phenotype.

Essential Question

How are differences and similarities in people dependent on Heredity and Genetics?

Teacher Resources

- Glencoe Green ©2005 Chapter 11
- Foldables
- Transparency Activity W.S.
- Content OutlineW.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources
- Video lab

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:

- Interviewing students for traits

Quiz: Given at the end of the week on all introduced topic and concepts.

Completion date:

Completed by:

Comments

Week 14

Performance Standards

The students will:

LS #7: Recognize that every organism requires a set of instructions that specifies its traits**.** These instructions are stored in the organism's chromosomes**.** Heredity is the passage of these instructions from one generation to another**.**

LS #8: Recognize that hereditary information is contained in genes located in the chromosomes of each cell**.** A human cell contains about 30,000 different genes on 23 different chromosomes**.**

LS #9: Compare sexual reproduction (offspring inherit half of their genes from each parent) with asexual reproduction (offspring is an identical copy of the parent's cell)**.**

Unit/Topic/Lesson

- Heredity
- Genetics

Objectives (Students Will...)

- **Explain** how traits are inherited.
- **Identify** Mendel's role in the history of genetics.
- **Use** a Punnett square to predict the results of crosses.
- **Compare and contrast** the difference between an individual genotype and phenotype.

Essential Question

How are traits inherited?

Teacher Resources

- Glencoe Green ©2005 Chapter 11
- Foldables
- Transparency Activity W.S.
- Content OutlineW.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources
- Video lab
- **MOVIE :** Dogs and more dogs

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:

- Predicting results

Quiz: Given at the end of the week on all introduced topic and concepts.

Completion date:

Completed by:

Comments

Week 15

Performance Standards

The students will:

LS #7: Recognize that every organism requires a set of instructions that specifies its traits**.** These instructions are stored in the organism's chromosomes**.** Heredity is the passage of these instructions from one generation to another**.**

LS #8: Recognize that hereditary information is contained in genes located in the chromosomes of each cell**.** A human cell contains about 30,000 different genes on 23 different chromosomes**.**

LS #9: Compare sexual reproduction (offspring inherit half of their genes from each parent) with asexual reproduction (offspring is an identical copy of the parent's cell)**.**

Unit/Topic/Lesson

- Heredity
- Genetics Since Mendel

Objectives (Students Will...)

- **Explain** how traits are inherited by incomplete dominance.
- **Compare** multiple alleles and polygenic inheritance.
- **Describe** two human genetic disorders and how they are inherited.
- **Explain** how sex linked traits are passed to offspring.

Essential Question

Since Mendel, what complex patterns of inheritance **Explain** our inherited traits?

Teacher Resources

- Glencoe Green ©2005 Chapter 11
- Foldables
- Transparency Activity W.S.
- Content OutlineW.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
Quiz: Given at the end of the week on all introduced topic and concepts.

Completion date:

Completed by:

Comments

Week 16

Performance Standards

The students will:

LS #7: Recognize that every organism requires a set of instructions that specifies its traits**.** These instructions are stored in the organism's chromosomes**.** Heredity is the passage of these instructions from one generation to another**.**

LS #8: Recognize that hereditary information is contained in genes located in the chromosomes of each cell**.** A human cell contains about 30,000 different genes on 23 different chromosomes**.**

LS #9: Compare sexual reproduction (offspring inherit half of their genes from each parent) with asexual reproduction (offspring is an identical copy of the parent's cell)**.**

Unit/Topic/Lesson

- Heredity
- Advances in Genetics

Objectives (Students Will...)

- **Evaluate** the importance of advances in genetics.
- **Sequence** the steps in making genetically engineered organisms.

Essential Question

How do advances in genetics affect our health, food and environment?

Teacher Resources

- Glencoe Green ©2005 Chapter 11
- Foldables
- Transparency Activity W.S.
- Content OutlineW.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
Quiz: Given at the end of the week on all introduced topic and concepts.

Completion date:

Completed by:

Comments

Week 17

Performance Standards

The students will:

LS #10: Give examples of ways in which genetic variation and environmental factors are causes of evolution and the diversity of organisms**.**

LS #12: Relate the extinction of species to a mismatch of adaptation and the environment**.**

LS #17: Identify ways in which ecosystems have changed throughout geologic time in response to physical conditions, interactions among organisms, and the actions of humans**. Describe** how changes may be catastrophes such as volcanic eruptions or ice storms**.**

LS #18: Recognize that biological evolution accounts for the diversity of species developed through gradual processes over many generations**.**

Unit/Topic/Lesson

- Adaptations Over Time
- Ideas About Evolution

Objectives (Students Will...)

- **Describe** Lamarck's hypothesis of acquired characteristics and Darwin's theory of natural selection.
- **Identify** why variations in organisms are important.
- **Compare and contrast** gradualism and punctuated equilibrium.

Essential Question

How does the theory of evolution **Explain** variety in living organisms?

Teacher Resources

- Glencoe Green ©2005 Chapter 12
- Foldables
- Transparency Activity W.S.
- Content Outline W.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources
- **MOVIE:** What Darwin Never Saw

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
- Toothpick Fish
- Tall, gray, and tusk-less

Quiz: Given at the end of the week on all introduced topic and concepts.

Completion date:

Completed by:

Comments

Week 18

Performance Standards

The students will:

LS #10: Give examples of ways in which genetic variation and environmental factors are causes of evolution and the diversity of organisms**.**

LS #12: Relate the extinction of species to a mismatch of adaptation and the environment**.**

LS #17: Identify ways in which ecosystems have changed throughout geologic time in response to physical conditions, interactions among organisms, and the actions of humans**. Describe** how changes may be catastrophes such as volcanic eruptions or ice storms**.**

LS #18: Recognize that biological evolution accounts for the diversity of species developed through gradual processes over many generations**.**

Unit/Topic/Lesson

- Adaptations Over Time
- Clues About Evolution

Objectives (Students Will...)

- **Identify** the importance of fossils as evidence of evolution.
- **Explain** how relative and radiometric dating is used to estimate the age of fossils.
- **List** examples of 5 five types of evidence for evolution.

Essential Question

What evidence for evolution supports the study of Biology?

Teacher Resources

- Glencoe Green ©2005 Chapter 12
- Foldables
- Transparency Activity W.S.
- Content Outline W.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
Quiz: Given at the end of the week on all introduced topic and concepts.

Completion date:

Completed by:

Comments

Week 19

Performance Standards

The students will:

LS #10: Give examples of ways in which genetic variation and environmental factors are causes of evolution and the diversity of organisms**.**

LS #12: Relate the extinction of species to a mismatch of adaptation and the environment**.**

LS #17: Identify ways in which ecosystems have changed throughout geologic time in response to physical conditions, interactions among organisms, and the actions of humans**.** **Describe** how changes may be catastrophes such as volcanic eruptions or ice storms**.**

LS #18: Recognize that biological evolution accounts for the diversity of species developed through gradual processes over many generations**.**

Unit/Topic/Lesson

- Adaptations Over Time
- The Evolution of Primates

Objectives (Students Will...)

- **Describe** the differences between living primates.
- **Identify** the adaptations of primates.
- **Discuss** the evolutionary history of modern primates.

Essential Question

How are the differences in primates linked to primate evolution?

Teacher Resources

- Glencoe Green ©2005 Chapter 12
- Foldables
- Transparency Activity W.S.
- Content Outline W.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources Video lab
- Video Lab

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
Quiz: Given at the end of the week on all introduced topic and concepts.
TEST: Chapter 12

Completion date:

Completed by:

Comments

Week 20

Performance Standards

The students will:

ES #6: Describe and give examples of ways in which the earth's surface is built up and torn down by natural processes, including deposition of sediments, rock formation, erosion, and weathering

Unit/Topic/Lesson

- Rocks
- The Rock Cycle

Objectives (Students Will...)

- **Distinguish** between a rock and a mineral.
- **Describe** the rock cycle and some of the changes that a rock could undergo.
- **Recognize** magma and lava as the materials that cool to form igneous rock.

Essential Question

How do rocks change because of the processes of weathering, erosion, deposition, melting and cooling?

Teacher Resources

- Glencoe Green ©2005 Chapter 3
- Foldables
- Transparency Activity W.S.
- Content Outline W.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
Quiz: Given at the end of the week on all introduced topic and concepts.

Completion date:

Completed by:

Comments

Week 21

Performance Standards

The students will:

ES #6: Describe and give examples of ways in which the earth's surface is built up and torn down by natural processes, including deposition of sediments, rock formation, erosion, and weathering

Unit/Topic/Lesson

- Rocks
- Metamorphic Rocks
- Sedimentary Rocks

Objectives (Students Will...)

- **Describe** the conditions in Earth that cause metamorphic rocks to form.
- **Explain** how sedimentary rocks form from sediments.
- **Summarize** the rock cycle.

Essential Question

What conditions cause metamorphic rocks to form?

Teacher Resources

- Glencoe Green ©2005 Chapter 3
- Foldables
- Transparency Activity W.S.
- Content Outline W.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources
- Video Lab

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
Quiz: Given at the end of the week on all introduced topic and concepts.
TEST: Chapter 3
LAB PRACTICUM: Identifying Rock Types

Completion date:

Completed by:

Comments

Week 22

Performance Standards

The students will:

ES #4: Explain the relationship among the energy provided by the sun, the global patterns of atmospheric movement, and the temperature differences among water, land, and atmosphere**.**

Unit/Topic/Lesson

- Atmosphere
- The Earth's atmosphere

Objectives (Students Will...)

- **Identify** the gases in the Earth's atmosphere.
- **Describe** the structure of Earth's atmosphere.
- **Explain** what causes air pressure.

Essential Question

What 3 things can happen to the energy that Earth receives from the Sun?

Teacher Resources

- Glencoe Green ©2005 Chapter 4
- Foldables
- Transparency Activity W.S.
- Content Outline W.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources Video lab
- Video Lab

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
Quiz: Given at the end of the week on all introduced topic and concepts.

Completion date:

Completed by:

Comments

Week 23

Performance Standards

The students will:

ES #4: Explain the relationship among the energy provided by the sun, the global patterns of atmospheric movement, and the temperature differences among water, land, and atmosphere**.**

Unit/Topic/Lesson

- Atmosphere
- Energy transfer in the Atmosphere

Objectives (Students Will...)

- **Describe** what happens to the energy Earth receives from the Sun.
- **Compare and contrast** radiation, convection, and conduction.
- **Explain** the water cycle and its effect on weather patterns and climate.

Essential Question

WHY IS THE SUN IS THE ULTIMATE SOURCE OF ALL ENERGY ON EARTH?

Teacher Resources

- Glencoe Green ©2005 Chapter 4
- Foldables
- Transparency Activity W.S.
- Content Outline W.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources
- **MOVIE:** Warnings From the Ice

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
Quiz: Given at the end of the week on all introduced topic and concepts.

Completion date:

Completed by:

Comments

Week 24

Performance Standards

The students will:

ES #4: Explain the relationship among the energy provided by the sun, the global patterns of atmospheric movement, and the temperature differences among water, land, and atmosphere**.**

ES #11: Explain how the tilt of the earth and its revolution around the sun result in an uneven heating of the earth, which in turn causes the seasons**.**

Unit/Topic/Lesson

- Atmosphere
- Air Movement

Objectives (Students Will...)

- **Explain** why different latitudes on Earth receive different. amounts of solar energy
- **Describe** the Coriolis Effect.
- **Explain** how land and water surfaces affect the overlying air.

Essential Question

Why do the different latitudes on Earth receive different amounts of solar radiation?

Teacher Resources

- Glencoe Green ©2005 Chapter 4
- Foldables
- Transparency Activity W.S.
- Content Outline W.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
Quiz: Given at the end of the week on all introduced topic and concepts.
TEST: Chapter 4

Completion date:

Completed by:

Comments

Week 25

Performance Standards

The students will:

ES #8: Recognize that gravity is a force that pulls all things on and near the earth toward the center of the earth**.** Gravity plays a major role in the formation of the planets, stars, and solar system and in determining their motions**.**

ES #11: Explain how the tilt of the earth and its revolution around the sun result in an uneven heating of the earth, which in turn causes the seasons**.**

Unit/Topic/Lesson

- Earth in Space
- Earth's Motion and Seasons

Objectives (Students Will...)

- **Identify** Earth's shape and other physical properties.
- **Compare and contrast** Earth's rotation and revolution.
- **Explain** the causes of Earth's seasons.

Essential Question

How do the Earth's motions of rotation and revolution affect seasonal climate change?

Teacher Resources

- Glencoe Green ©2005 Chapter 7
- Foldables
- Transparency Activity W.S.
- Content Outline W.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
Quiz: Given at the end of the week on all introduced topic and concepts.

Completion date:

Completed by:

Comments

Week 26

Performance Standards

The students will:

ES #9: Describe lunar and solar eclipses, the observed moon phases, and tides**.** Relate them to the relative positions of the earth, moon, and sun**.**

Unit/Topic/Lesson

- Earth in Space
- Earth's Moon

Objectives (Students Will...)

- **Identify** the Moon's surface and interior features.
- **Explain** the Moon's phases.
- **Explain** the causes of solar and lunar eclipses.
- **Identify** the origin of the Moon.

Essential Question

In what ways do the movements of Earth and moon regulate life's patterns?

Teacher Resources

- Glencoe Green ©2005 Chapter 7
- Foldables
- Transparency Activity W.S.
- Content Outline W.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources
- Video Clip (Standard Deviant's) Moon

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
Quiz: Given at the end of the week on all introduced topic and concepts.
TEST: Chapter4

Completion date:

Completed by:

Comments

Week 27

Performance Standards

The students will:

ES #10: Compare and contrast properties and conditions of objects in the solar system (i**.**e**.**, sun, planets, and moons) to those on Earth (i**.**e**.**, gravitational force, distance from the sun, speed, movement, temperature, and atmospheric conditions)**.**

Unit/Topic/Lesson

- Earth in Space
- Our Solar System

Objectives (Students Will...)

- **List** the important characteristics of inner planets.
- **Identify** how other inner planets. **Compare and contrast** with Earth
- **List** the important characteristics of outer planets.

Essential Question

How does learning about other planets help us to understand our Earth and the formation of the solar system?

Teacher Resources

- Glencoe Green ©2005 Chapter 7
- Foldables
- Transparency Activity W**.**S**.**
- Content Outline W**.**S**.**
- Enrichment/ Reinforcement W**.**S**.**
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources
- Video Lab
- **MOVIE:** Planets

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
Quiz: Given at the end of the week on all introduced topic and concepts.
TEST: Chapter 7

Completion date:

Completed by:

Comments

Week 28

Performance Standards

The students will:

PS #1: Differentiate between weight and mass, recognizing that weight is the amount of gravitational pull on an object**.**

PS #3: Recognize that the measurement of volume and mass requires understanding of the sensitivity of measurement tools (e**.**g**.**, rulers, graduated cylinders, balances) and knowledge and appropriate use of significant digits**.**

PS #4: Explain and give examples of how mass is conserved in a closed system**.**
PS #9: Recognize that a substance (element or compound) has a melting point and a boiling point, both of which are independent of the amount of the sample**.**

Unit/Topic/Lesson

- Matter and Energy
- Physical and Chemical Properties of Matter
- Mass and Weight

Objectives (Students Will...)

- **Identify** physical and chemical properties.
- **Classify** objects based on physical properties.
- **Understand** the difference between weight and mass.

Essential Question

How are mass and weight different?

Teacher Resources

- Glencoe Green ©2005 Chapter 20/ Chapter 23 page 696
- Foldables
- Transparency Activity W**.**S**.**
- Content Outline W**.**S**.**
- Enrichment/ Reinforcement W**.**S**.**
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
- Mass (Measuring objects with a triple beam balance)

Quiz: Given at the end of the week on all introduced topic and concepts.

Completion date:

Completed by:

Comments

Week 29

Performance Standards

The students will:

PS #2: Differentiate between volume and mass**. Define** density**.**

PS #3: Recognize that the measurement of volume and mass requires understanding of the sensitivity of measurement tools (e**.**g**.**, rulers, graduated cylinders, balances) and knowledge and appropriate use of significant digits**.**

Unit/Topic/Lesson

- Matter and Energy
- Physical and Chemical Properties of Matter
- Volume
- Density

Objectives (Students Will...)

- **Identify** physical and chemical properties.
- **Understand** the difference between mass and volume.
- **Define** Density.

Essential Question

In what ways do understanding different properties of matter help us to better describe the world around us?

Teacher Resources

- Glencoe Green ©2005 Chapter 20/ page 671
- Foldables
- Transparency Activity W**.**S**.**
- Content Outline W**.**S**.**
- Enrichment/ Reinforcement W**.**S**.**
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
- Volume of regular and irregular objects
- Density of water

Quiz: Given at the end of the week on all introduced topic and concepts.
LAB PRACTICUM: Measuring Mass, Volume and Density

Completion date:

Completed by:

Comments

Week 30

Performance Standards

The students will:

PS #9: Recognize that a substance (element or compound) has a melting point and a boiling point, both of which are independent of the amount of the sample**.**

PS #10: Differentiate between physical changes and chemical changes**.**

Unit/Topic/Lesson

- Matter and Energy
- Physical and Chemical Changes

Objectives (Students Will...)

- **Compare** several physical and chemical changes.
- **Identify** examples of physical and chemical changes.

Essential Question

If physical and chemical changes are all around us, then how do we distinguish between a physical and chemical change?

Teacher Resources

- Glencoe Green ©2005 Chapter 20
- Foldables
- Transparency Activity W**.**S**.**
- Content Outline W**.**S**.**
- Enrichment/ Reinforcement W**.**S**.**
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources
- Video lab

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
Quiz: Given at the end of the week on all introduced topic and concepts.
TEST: Chapter 20

Completion date:

Completed by:

Comments

Week 31

Performance Standards

The students will:

PS #9: Recognize that a substance (element or compound) has a melting point and a boiling point, both of which are independent of the amount of the sample**.**

Unit/Topic/Lesson

- States of Matter
- Matter

Objectives (Students Will...)

- **Recognize** that matter is made of particles in constant motion.
- **Relate** the three states of matter to the arrangement of particles within them.

Essential Question

What determines a material's state of matter?

Teacher Resources

- Glencoe Green ©2005 Chapter 22
- Foldables
- Transparency Activity W.S.
- Content Outline W.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
Quiz: Given at the end of the week on all introduced topic and concepts.

Completion date:

Completed by:

Comments

Week 32

Performance Standards

The students will:

PS #9: Recognize that a substance (element or compound) has a melting point and a boiling point, both of which are independent of the amount of the sample**.**

•

Unit/Topic/Lesson

- States of Matter
- Changes of State

Objectives (Students Will...)

- **Define and Compare** thermal energy and temperature.
- **Relate** changes in thermal energy to changes of state.
- **Explore** energy and temperature changes on a graph.

Essential Question

What conditions cause matter to change state?

Teacher Resources

- Glencoe Green ©2005 Chapter 20
- Foldables
- Transparency Activity W.S.
- Content Outline W.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
Quiz: Given at the end of the week on all introduced topic and concepts.
TEST: Chapter 22

Completion date:

Completed by:

Comments

Week 33

Performance Standards

The students will:

PS #13: Differentiate between potential and kinetic energy**. Identify** situations where kinetic energy is transformed into potential energy and vice versa**.**

PS #14: Recognize that heat is a form of energy and that temperature change results from adding or taking away heat from a system**.**

Unit/Topic/Lesson

- Energy and Energy Resources
- What is Energy?

Objectives (Students Will...)

- **Explain** what energy is.
- **Distinguish** between kinetic energy and potential energy.
- **Identify** the various forms of energy.

Essential Question

What are the relationships between potential and kinetic energy?

How is energy involved in everyday changes and activities?

Teacher Resources

- Glencoe Green ©2005 Chapter 24
- Foldables
- Transparency Activity W.S.
- Content Outline W.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources
- Computer Demo:
  1. Roller Coaster
  2. Catapult
  3. Trajectory

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
- Potential vs. Kinetic Energy

Quiz: Given at the end of the week on all introduced topic and concepts.

Completion date:

Completed by:

Comments

Week 34

Performance Standards

The students will:

PS #15: Explain the effect of heat on particle motion through a description of what happens to particles during a change in phase**.**

PS #16: Give examples of how heat moves in predictable ways, moving from warmer objects to cooler ones until they reach equilibrium**.**

Unit/Topic/Lesson

- Energy and Energy Resources
- Energy Transformations

Objectives (Students Will...)

- **Apply** the law of conservation of energy to energy transformations.
- **Identify** how energy changes form.
- **Describe** how electric power plants produce energy.

Essential Question

What energy transformations cause changes to occur?

How does energy change form?

Teacher Resources

- Glencoe Green ©2005 Chapter 24
- Foldables
- Transparency Activity W.S.
- Content Outline W.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
Quiz: Given at the end of the week on all introduced topic and concepts.
TEST: Chapter 24

Completion date:

Completed by:

Comments

Week 35

Performance Standards

The students will:

PS #8: Differentiate between mixtures and pure substances**.**

Unit/Topic/Lesson

- Substances, Mixtures, and Solubility
- What is a Solution?

Objectives (Students Will...)

- **Distinguish** between substances and mixtures.
- **Describe** two different kinds of mixtures.
- **Explain** how solutions form.
- **Describe** different kinds of solutions.

Essential Question

How does knowing the difference between a substance and a mixture help you to understand how solutions form, and the types of solutions that make up the world around us (including us)?

Teacher Resources

- Glencoe Green ©2005 Chapter 21
- Foldables
- Transparency Activity W.S.
- Content Outline W.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
Quiz: Given at the end of the week on all introduced topic and concepts.

Completion date:

Completed by:

Comments

Week 36

Performance Standards

The students will:

PS #8: Differentiate between mixtures and pure substances**.**

PS #15: Explain the effect of heat on particle motion through a description of what happens to particles during a change in phase**.**

Unit/Topic/Lesson

- Substances, Mixtures, and Solubility
- Solubility

Objectives (Students Will...)

- **Explain** why water is a good general solvent.
- **Describe** how the structure of a compound affects which solvent it dissolves in.
- **Identify** factors that affect how much of a substance will dissolve in a solvent.
- **Describe** how temperature affects reaction rate.
- **Explain** how solute particles affect physical properties of water.

Essential Question

How does temperature affect solubility?

How does the polarity of water molecules explain why water is a good solvent?

Teacher Resources

- Glencoe Green ©2005 Chapter 24
- Foldables
- Transparency Activity W.S.
- Content Outline W.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
- Saturation Point

Quiz: Given at the end of the week on all introduced topic and concepts.
TEST: Chapter 21

Completion date:

Completed by:

Comments

Week 37

Performance Standards

The students will:

LS #6: Identify the general functions of the major systems of the human body (digestion, respiration, reproduction, circulation, excretion, protection from disease, and movement, control, and coordination) and **describe** ways that these systems interact with each other**.**

Unit/Topic/Lesson

- Circulation and Immunity
- Blood
- Circulation

Objectives (Students Will...)

- **Identify** the parts and functions of blood.
- **Explain** why blood types are checked before a transfusion.
- **Give** examples of diseases of the blood.
- **Compare and contrast** arteries, veins, and capillaries.
- **Explain** how blood moves through the heart.
- **Identify** the functions of the pulmonary and systemic circulatory systems.

Essential Question

What are the main structures and functions within the circulatory system?

Teacher Resources

- Glencoe Green ©2005 Chapter 13
- Foldables
- Transparency Activity W.S.
- Content Outline W.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
Quiz: Given at the end of the week on all introduced topic and concepts.

Completion date:

Completed by:

Comments

Week 38

Performance Standards

The students will:

LS #6: Identify the general functions of the major systems of the human body (digestion, respiration, reproduction, circulation, excretion, protection from disease, and movement, control, and coordination) and **describe** ways that these systems interact with each other**.**

Unit/Topic/Lesson

- Circulation and Immunity
- Immunity
- Diseases

Objectives (Students Will...)

- **Explain** the difference between an antigen and antibody.
- **Compare and contrast** active and passive immunity.

Essential Question

How can a vaccine stimulate a primary response against an antigen without causing symptoms of the disease?

Teacher Resources

- Glencoe Green ©2005 Chapter 13
- Foldables
- Transparency Activity W.S.
- Content Outline W.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report
Quiz: Given at the end of the week on all introduced topic and concepts.
TEST: Chapter 13

Completion date:

Completed by:

Comments

Week 39

Performance Standards

The students will:

LS #6: Identify the general functions of the major systems of the human body (digestion, respiration, reproduction, circulation, excretion, protection from disease, and movement, control, and coordination) and **describe** ways that these systems interact with each other**.**

Unit/Topic/Lesson

- Digestion, Respiration, and Excretion
- The Digestive System

Objectives (Students Will...)

- **Distinguish** the differences between mechanical and chemical digestion.
- **Identify** the organs of the digestive system and what takes place in each.
- **Explain** how homeostasis is maintained in digestion.

Essential Question

What are the main structures and functions within the digestive system?

Teacher Resources

- Glencoe Green ©2005 Chapter 14
- Foldables
- Transparency Activity W.S.
- Content Outline W.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources
- MOVIE: Incredible Machine

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
Quiz: Given at the end of the week on all introduced topic and concepts.

Completion date:

Completed by:

Comments

Week 40

Performance Standards

The students will:

LS #6: Identify the general functions of the major systems of the human body (digestion, respiration, reproduction, circulation, excretion, protection from disease, and movement, control, and coordination) and **describe** ways that these systems interact with each other**.**

Unit/Topic/Lesson

- Digestion, Respiration, and Excretion
- The Respiratory System

Objectives (Students Will...)

- **Describe** the functions of the respiratory system.
- **Explain** how oxygen and carbon dioxide are exchanged in the lungs and tissues.
- **Identify** the pathway of air in and out of the lungs.
- **Explain** the effects of smoking on the respiratory system.

Essential Question

What are the main structures and functions within the respiratory system?

Teacher Resources

- Glencoe Green ©2005 Chapter 14
- Foldables
- Transparency Activity W.S.
- Content Outline W.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report
- Lung Capacity

Quiz: Given at the end of the week on all introduced topic and concepts.

Completion date:

Completed by:

Comments

Week 41

Performance Standards

The students will:

LS #6: Identify the general functions of the major systems of the human body (digestion, respiration, reproduction, circulation, excretion, protection from disease, and movement, control, and coordination) and **describe** ways that these systems interact with each other**.**

Unit/Topic/Lesson

- Digestion, Respiration, and Excretion
- The Excretory System

Objectives (Students Will...)

- **Distinguish** between the excretory and urinary systems.
- **Describe** how the kidneys work.
- **Explain** what happens when urinary organs don't work.

Essential Question

How does the respiratory system work together with the digestive system and the excretory system (esp. kidneys) to absorb needed nutrients and remove wastes not needed by your body?

Teacher Resources

- Glencoe Green ©2005 Chapter 14
- Foldables
- Transparency Activity W.S.
- Content Outline W.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
Quiz: Given at the end of the week on all introduced topic and concepts.
TEST: Chapter 14

Completion date:

Completed by:

Comments

Week 42

Performance Standards

The students will:

ES #1: Recognize, interpret, and be able to create models of the earth's common physical features in various mapping representations, including contour maps**.**

Unit/Topic/Lesson

- Contour Mapping

Objectives (Students Will...)

- **Recognize**, interpret, and be able to create models of the earth's common physical features in various mapping representations, including contour maps.

Essential Question

How would a contour map help to explain changes in coastline that would occur if sea level were to rise over different time periods?

Teacher Resources

- Power point presentation and accompanying materials developed through the NSSP course Earth Science I

Media Resources

- Power Point Presentations
- Internet labs and resources

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report
Quiz: Given at the end of the week on all introduced topic and concepts.

Completion date:

Completed by:

Comments