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| Common Core Standards | Discovery Education | Manipulative/Lab Activities | Graphics/Models/Layered lessons | Other Resources/Internet |
| 7.L.1.1 | [Collecting Pond Water and making a slide](http://player.discoveryeducation.com/?blnPreviewOnly=1&guidAssetId=de4c0b18-cabe-4598-8e46-b8802c4a930b)[Cell Types interactive labs, videos, and reading material:](http://science.discoveryeducation.com/topic.cfm?TID=0fed34cb-5d5e-4d75-b9a2-6df2500cf9de)[DE Building Assessments:](http://tools.discoveryeducation.com/index.cfm?strBuilder=Assessment)[Classification:](http://player.discoveryeducation.com/?guidAssetId=ca0164ef-92b4-422b-a2d3-26178b3a6b4c) | STERNGRR Model(Use this model to understand the concepts needed to understand each model in next column)[Part 1- Student Sheet and Answers](Goals%20and%20Folders/7.L.1.1/STERNGRR_Spider%5B1%5D.pub)[Part3- Student Activity (Advanced)](Goals%20and%20Folders/7.L.1.1/7.L.1.1%20%20Life%20Functions%20of%20Protists%20Organizer.doc)[Part4-Student Activity Sheet (Advanced)](Goals%20and%20Folders/7.L.1.1/Biologist_on_Safari_Problem%20to%20teach%20STERNGRR%3D4.doc)Labs:[Protist Lab](http://www.middleschoolscience.com/protist.html)[Microscope Lab for single cell organisms](Goals%20and%20Folders/7.L.1.1/microscope_practice.pdf)[Interactive Lab Activity:](http://streaming.discoveryeducation.com/braingames/iknowthat/ScienceIllustrations/cell/science_desk.cfm) (Some interactive under the Discovery Education column maybe used for interactive lab activities.) | 1. STERNGRR Model

(Use this model to understand the concepts needed to understand each model)[Part 2- Graphic Organizer](Goals%20and%20Folders/7.L.1.1/4.02-What_is_STERNGRR%5B1%5D.doc)1. [Model 1](http://nms.fesdev.org/pages/uploaded_images/euglena.jpg)- [Euglena](http://player.discoveryeducation.com/index.cfm?guidAssetId=F26C67C0-4227-46BB-AA59-3D048ADD3561&blnFromSearch=1&productcode=DSC)
2. [Model 2](http://www.enchantedlearning.com/agifs/Amoeba_bw.GIF)- [Amoeba](http://player.discoveryeducation.com/index.cfm?guidAssetId=963A6710-3A7A-4460-9FE1-9B4410939439&blnFromSearch=1&productcode=DSC)
3. [Model 3](http://www.emc.maricopa.edu/faculty/farabee/BIOBK/paramecium.gif)-[Paramecium](http://player.discoveryeducation.com/index.cfm?guidAssetId=7F1C8D5E-A7A3-44C7-97F4-911E7E7436DB&blnFromSearch=1&productcode=DSCE)
4. [Model 4](http://4.bp.blogspot.com/_uYveNuAx1SE/S_5d1CUfioI/AAAAAAAAACU/ciBQ4TKqPUw/s1600/volvox-carteri.jpg)- [Volvox](http://player.discoveryeducation.com/index.cfm?guidAssetId=E59034D8-EA28-47CD-B754-82501AECDBCE&blnFromSearch=1&productcode=DSC)
5. JIGSAW – Students read 5 articles on single celled organism from Ed Helper.
* [Louis Pasteur](http://worksheets3.edhelperclipart.com/pdf/pdfrcomp1327338248_2203243.pdf)
* [Unicellular Organisms](http://www.edhelperblog.com/cgi-bin/vspec.cgi?FORMMODE=RC37_180_1&QUICK=1)
* [Protist Kingdom](http://worksheets3.edhelperclipart.com/pdf/pdfrcomp1327338359_6858256.pdf)
* [Bacteria in Soil](http://worksheets3.edhelperclipart.com/pdf/pdfrcomp1327338420_6214169.pdf)
* [Bacteria](http://worksheets3.edhelperclipart.com/pdf/pdfrcomp1327338471_4109871.pdf)
 | [Amoeba feeds video](http://www.bing.com/videos/search?q=single+cell+organism&view=detail&mid=FB2407F98868E2D9BF20FB2407F98868E2D9BF20&first=41)[Euglena Binary Fission](http://www.bing.com/videos/search?q=euglena&view=detail&mid=87B242D0926E16C0286987B242D0926E16C02869&first=0)[Layered Lesson Information Sheet](Goals%20and%20Folders/Layered%20Lesson%20Information/Layered%20Lesson%20Information%20Sheet.DOC) |
| 7.L.1.2 | [DE Building Assessments:](http://tools.discoveryeducation.com/index.cfm?strBuilder=Assessment)[DE Parts of the Cell:](http://player.discoveryeducation.com/index.cfm?guidAssetId=82CCAC2F-3084-479C-9A50-5F81A2F0052D&blnFromSearch=1&productcode=US)  | Labs:[Edible Cell 1](Goals%20and%20Folders/7.L.1.2/Edible%20Cell%20Activity.doc)[Edible Cell 2](Goals%20and%20Folders/7.L.1.2/Edible%20Cell.pdf)[Plant and Animal Microscope Lab](Goals%20and%20Folders/7.L.1.1/microscope_practice.pdf)[Cheek Swab Lab](Goals%20and%20Folders/7.L.1.2/cheek%20swab%20lab.pdf)Class Projects:[Cell City Lab](Goals%20and%20Folders/7.L.1.2/7L1%20cell%20city.doc)[Think Pair Share Activity](Goals%20and%20Folders/Activities/ThinkPairShareCh.3.doc) | [Layered Lesson Cells](Goals%20and%20Folders/7.L.1.2/Chapter%201%20Unit%20C%20Layered%20Plan.doc)[Animal and Plant Cell Worksheet/Smart board Activity](Goals%20and%20Folders/7.L.1.2/Cell%20Organelles.htm) | [Website to get worksheets on cells (Teachers pay teachers)](http://www.teacherspayteachers.com/Product/Animal-Cell-Diagram-Structures-and-Functions-PowerPoint)Quizzes:[Ch. 1 Unit C](Goals%20and%20Folders/Possible%20Quizzes/Ch.%201%20Unit%20C.DOC)[Jeopardy Cells](Goals%20and%20Folders/Activities/Jeopardy%20Cells.ppt) |
| 7.L.1.3 | [DE Building Assessments:](http://tools.discoveryeducation.com/index.cfm?strBuilder=Assessment)[DE Characteristics of Living things:](http://player.discoveryeducation.com/index.cfm?guidAssetId=3E1869D5-6E7B-4738-A01C-8882578E431B&blnFromSearch=1&productcode=DSC) | Labs:[Five Levels of organization lab](Goals%20and%20Folders/7.L.1.3/Cells%20r%20us.pdf) | [Model 1 of five levels of organization](Goals%20and%20Folders/7.L.1.3/hierarchy%20level%20of%20organization.jpg)[Model 2 of five levels of organization](Goals%20and%20Folders/7.L.1.3/levels-of-organisation-human-body.jpg)[Model 3 of five levels of organization](Goals%20and%20Folders/7.L.1.3/Cells%20r%20us.pdf) | Brain Pop Video on the five levels of life:[Brain Pop – Hierarchical Organization](http://www.brainpop.com/science/cellularlifeandgenetics/cells/)[Website on levels:](http://www.bing.com/images/search?q=Levels+Of+Organization+In+The+Human+Body&view=detail&id=B85D9953915FA8CAA141FD3B289BAEF3F6072EBA&first=0&FORM=IDFRIR&adlt=strict) |
| 7.L.1.4 | [DE “Standard Deviants School Human Nutrition: The Digestive System”](http://player.discoveryeducation.com/index.cfm?guidAssetId=152A4653-09FF-4D30-B6BD-05F36E153A20&blnFromSearch=1&productcode=DHC)[Follow Your Food - Digestive SystShepSem Video](http://player.discoveryeducation.com/index.cfm?guidAssetID=2e55cdfb-b30d-476e-a201-959d31d3c498&productCode=DSC)[DE System1- Various Systems interactive, videos, and reading material:](http://science.discoveryeducation.com/topic.cfm?TID=e147bfca-e7e8-42ea-9097-da01c5b0e80a)[DE System 2- Various Systems interactive, videos, and reading material:](http://science.discoveryeducation.com/topic.cfm?TID=ae874d94-90d6-4a78-90f2-5a95e7f39912)[DE Diseases and Disorders/Health:](http://health.discoveryeducation.com/index.cfm?z=0&GTID=3) | Labs:[Digestive System Lab-Stoker](Goals%20and%20Folders/7.L.1.4/7.L.1.4%20Digestive%20System%20Lab.ppt)[Dissecting Chicken Wing Lab](Goals%20and%20Folders/7.L.1.4/7L1%20dissecting%20a%20chicken%20wing.doc)[Immune System Lab](Goals%20and%20Folders/7.L.1.4/7L1%20dissecting%20a%20chicken%20wing.doc)[Digestive System Lab](Goals%20and%20Folders/7.L.1.4/7.L.1.4%20Digestive%20System%20Lab.ppt)[Circulatory System Lab](Goals%20and%20Folders/7.L.1.4/7.L.1.4%20%20Homeostasis%20Lab.doc)[Muscular System Lab 1](Goals%20and%20Folders/7.L.1.4/Muscle%20Fatigue.pdf)[Muscular System Lab 2](Goals%20and%20Folders/7.L.1.4/musclesize_w_spreadsheet.pdf)[Skeletal System Lab 1](Goals%20and%20Folders/7.L.1.4/dem_bones.pdf)[Part 2](Goals%20and%20Folders/7.L.1.4/dembonestemplate.pdf)[Skeletal System Lab 2](Goals%20and%20Folders/7.L.1.4/Parts%20of%20the%20skeletal%20system.pdf)[Frog Dissection Information/Student Sheet](Goals%20and%20Folders/Activities/Frog%20Dissection.doc)Worksheets and Activities:[Skeletal Worksheet](Goals%20and%20Folders/7.L.1.4/musclesize_w_spreadsheet.pdf)[Brochure Activity](Goals%20and%20Folders/Activities/Brochure.doc)[Hot Zone Novel Parent Letter](Goals%20and%20Folders/Hot%20ZOne%20Novel%20Information/Hot%20Zone%20Parent%20Letter.doc)[Hot Zone Common Core Foldable](Goals%20and%20Folders/Hot%20ZOne%20Novel%20Information/Reading_Strategies_Document%20Hot%20Zone%20Novel.doc) | 7.L.1.4-Layered Lesson Plan:1. [Skeletal and Muscular System](Goals%20and%20Folders/7.L.1.4/Layered%20Plan%20Ch.1%20Unit%20B.doc)
2. [Respiratory, Digestive, Urinary](Goals%20and%20Folders/7.L.1.4/Layered%20Plan%20Ch.2%20and%203%20Unit-2.doc)
3. [Integumentary, Circulatory, and Immune](Goals%20and%20Folders/7.L.1.4/Layered%20Plan%20Ch.2%20and%203%20Unit-2.doc)

Puzzle Worksheet:[Skeletal/Muscular System Puzzle](Goals%20and%20Folders/7.L.1.4/hlthskelmuscpuzz.pdf) | [Kids Health](http://www.slideshare.net/angellacx/the-digestive-system-powerpoint-presentation)[“The Digestive System” PowerPoint:](http://www.slideshare.net/angellacx/the-digestive-system-powerpoint-presentation) [Kids Health Muscles](http://kidshealth.org/kid/htbw/muscles.html)[Kids Health Website Movies:](http://kidshealth.org/kid/closet/movies/how_the_body_works_interim.html)[Kids Health Website Quizzes:](http://kidshealth.org/kid/htbw/CSquiz.html)Brain Pop Informtation:[Brain Pop Movie on Digestive System:](http://www.brainpop.com/health/bodysystems/digestivesystem/preview.weml)Power Points:[PowerPoint on Digestive System](Goals%20and%20Folders/7.L.1.4/7.L.1.4%20Digestive%20System%20Lab.ppt)[Power Point on Skeletal and Muscular System](Goals%20and%20Folders/7.L.1.4/Systems%2C%20Support%2C%20and%20Movement%20UnitB%20Chapter1.ppt)[Power Point on Immune System](Goals%20and%20Folders/7.L.1.4/The%20Human%20Immune%20System%20%5BAutosaved%5D.ppt)Articles and Videos: [Article on 12 Girls with Twitching Disorder:](http://www.cnn.com/2012/01/19/health/new-york-students-illness/index.html)I-tune APPs for I-pads:[3D Body System](http://itunes.apple.com/us/app/3d-digestive-system-st/id417830958?mt=8)[3D Body System](http://itunes.apple.com/us/app/human-body-3d-anatomy/id331217465?mt=8)[3D Body System](http://itunes.apple.com/us/app/muscle-system-pro-iii-iphone/id325180061?mt=8)[ShowMe App- Search for “Lab for skeletal system-Miosha”:](http://itunes.apple.com/us/app/showme-interactive-whiteboard/id445066279?mt=8)[Frog Dissection App](http://itunes.apple.com/us/app/cell-and-cell-structure/id452499575?mt=8)[Cell Structure App:](http://itunes.apple.com/us/app/cell-and-cell-structure/id452499575?mt=8)Quizzes:[Ch. 2 Unit B](Goals%20and%20Folders/Possible%20Quizzes/Chapter%202%20Vocabulary%20Quiz.doc)[Ch. 1 Unit B](Goals%20and%20Folders/Possible%20Quizzes/Ch.%201%20Unit%20B%20Test%202.doc)Field Trip Information to Discovery Place:[Information-1](Goals%20and%20Folders/Field%20Trip/Field%20Trip%202011-2012.doc)[Information-2 (Permission Slip to manipulate)](Goals%20and%20Folders/Field%20Trip/Discovery%20Place%20Permission%20Slip.doc)[Class Zone Activity](http://www.bbc.co.uk/science/humanbody/body/interactives/3djigsaw_02/index.shtml?skeleton) |

Sample W1 Tasks:

1. After researching how the human body systems interact with each other write two paragraphs that identifies a problem if one on the system were to shut down and argues for a solution. Give examples from past or current events or issues to illustrate and clarify your position.
2. After researching homeostasis in the urinary and endocrine systems, write an essay that compares homeostasis in the urinary system and the endocrine system and argues which form of self-regulation is more crucial to our survival. Be sure to support your position with evidence.
3. After researching the digestive process and nutrition through videos, readings, and a lab, write an essay that discusses which types of foods are more easily digested by your body and why you believe these foods digest easier than others. Be sure to support your position with evidence from your research.
4. After reading and viewing the videos on the article by CNN about the 12 young ladies that began experiencing a twitching disorder you will write your view point on if you believe this really a medical condition or conversion disorder. Explain which body systems are being affected and argue your view point and give a solution.
5. The characteristics of life are very important to living organisms, Do you believe there is one or more essential characteristics of life that needs to be added or do you believe scientist are precise on the exact characteristics of life? Please argue why and give your facts on your belief.
6. Student has just finished running a marathon and is exhausted. What has happened to his body during the race, and what step should he take to recover? Explain your reason and argue why you feel these are the correct steps of his recovery.
7. Use the various resources listed to understand structures and life functions of single-celled organisms that carry out all of the basic functions of life including. We have six kingdom classifications of life do you believe we will add more kingdoms or sub kingdoms because of how complicated and different that single-cell organisms seem to be. Please give your argument of why you believe this may happen or why you believe this is not our future.