**Teacher: Amanda Gonzales-Jackson Week of: 9/9 – 9/13 Subject: 7th Science Period: 1st-6th**

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|  |  OBJECTIVES |  ACTIVITIES | RESOURCES | HOMEWORK | EVALUATION |  STANDARDS |
| MON | Discuss how people know about cells, cell similarities, and how cells can be classified as prokaryotic or eukaryotic | Bell Ringer: Checkpoint questionInvestigation 2.3 | STC textbookTeacher provided handoutsSchoologyyoutube | **none** | Participation and competition of the days work | * MS-LS1-1
* MS-LS4-3
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|  TUE | Discuss how people know about cells, cell similarities, and how cells can be classified as prokaryotic or eukaryotic | Bell Ringer: Math questionInvestigation 2.4 | STC textbookTeacher provided handoutsSchoologyyoutube | **none** | Participation and competition of the days work | * Analyzing and interpreting data
* Engaging in argument from evidence
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|  WED |  Exploring Microorganism Models: *Euglena*Draw and describe the structures of a *Euglena* and suggest how they function. | Bell Ringer: Synthesis questionReflecting on lesson 2 in textbookStudy Guide lesson 1 and 2 | STC textbookTeacher provided handoutsSchoologyyoutube | Study for lesson 1-2 assessment | Participation and competition of the days work | * Structure and function
* Patterns
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|  THUR |  Exploring Microorganism Models: *Paramecium*Draw and describe the structures of a *Paramecium*, suggest how they function, and compare it to a *Euglena*. | Bell Ringer: 5-10 mins silent studyLesson 1-2 AssessmentLesson 3 vocab Due Wednesday 25 | STC textbookTeacher provided handoutsSchoologyyoutube | **none** | Participation and competition of the days workPassing grade on the assessment | * LS1.A: Structure and function
* LS4.A: Evidence of common ancestry and diversity
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|  FRI | Foundational work for lesson 3 | Bell Ringer: Vocab workday | STC textbookTeacher provided handoutsSchoologyyoutube | **none** | Participation and competition of the days work | * MS-LS1-1
* MS-LS4-3
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