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| **Grade Level** 7th | **Teacher/Room**: Miller Week of: December 2, 2013 |
| **Unit Vocabulary: experiments, evolution, natural selection** |
| **Instructional Strategies Used: computer lab, writing to win** |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**: **S7L4.**c. Recognize that changes in environmental conditions can affect the survival of both individuals and entire species. | **Common Core Standard(s)**:c. Recognize that changes in environmental conditions can affect the survival of both individuals and entire species. | **Common Core Standard(s)**: **S7L4.**c. Recognize that changes in environmental conditions can affect the survival of both individuals and entire species. | **Common Core Standard(s)**:  **S7CS6. Students will communicate scientific ideas and activities clearly.** **a.** Write clear, step-by-step instructions for conducting particular scientific investigations, operating a piece of equipment, or following a procedure.b. Write for scientific purposes incorporating data from circle, bar and line graphs, two-way data tables, diagrams, and symbols.c. Organize scientific information using appropriate simple tables, charts, and graphs, and identify relationships they reveal. | **Common Core Standard(s)**:  **S7CS6. Students will communicate scientific ideas and activities clearly.** **a.** Write clear, step-by-step instructions for conducting particular scientific investigations, operating a piece of equipment, or following a procedure.b. Write for scientific purposes incorporating data from circle, bar and line graphs, two-way data tables, diagrams, and symbols.c. Organize scientific information using appropriate simple tables, charts, and graphs, and identify relationships they reveal. |
| **EQ Question:**How do animal adaptations help them to survive? | **EQ Question:**Do I remember Evolution? | **EQ Question:**How do animal adaptations help them to survive? | **EQ Question:**What did I learn from the science fair? | **EQ Question:**Why do we do experiments? |
| **Mini Lesson:** 1) Create a graphic organizer for writing.2) Create an outline for your writing | **Mini Lesson:** **1) Study Island Assignment- Evolution and Review****2) Work on Essay****3) Work on Science Fair** | **Mini Lesson:** Using your Graphic Organizer and Outline write a first draft of your essay. | **Mini Lesson:** Present Science Fair Projects | **Mini Lesson:** Present Science Fair Projects |
| **Differentiation:***Students were differentiated by interest in their animals.*  | **Differentiation:***Content/Process/Product:**Grouping Strategy:**Assessment* | **Differentiation:***Students were differentiated by interest in their animals.*  | **Differentiation:***Gifted students had to work on a different type of science fair project, while special education students worked in small groups for science fair* | **Differentiation:***Gifted students had to work on a different type of science fair project, while special education students worked in small groups for science fair* |
| **Assessment :****Formative assessment on the graphic organizer and outline** | **Assessment:****Study Island** | **Assessment:***Summative Assessment on writing of first draft* | **Assessment:** | **Assessment:** |
| **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  None | **Homework:**None |

Resources and Reflective Notes: