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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: