**Conyers Middle School**   
**“Learning and Growing Together”  
7th Grade Lesson Plans   
Week of January 6-9th**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Standards/**  **Elements** | | S7L5: Students will examine the evolution of living organisms through inherited characteristics that promote the survival of organisms and the survival of successive generations of their offspring.  [a: Explain that physical characteristics of organisms have changed over successive generations (e.g. Darwin’s finches and peppered moths on Manchester)](http://411.rockdale.k12.ga.us/tl/ci/SC%20Docs/MS%20Planning%20Guide/7th%20Life%20Science/Teacher%20Notes/Teacher%20Notes%20S7L5a.pdf) | | | | | | |
| **Characteristics of Science Standards** | | **S7CS5- Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters**   1. Observe and explain how parts can be related to other parts in a particular system such as predator/prey relationships   **S7CS6- Students will communicate scientific ideas and activities clearly**  c. organize scientific information using appropriate simple tables, charts, and graphs, and identify the relationships the reveal. | | | | | | |
| **Essential Questions** | | **How do we predict the genotypes and phenotypes of offspring??** | | | | | | |
| **Enduring Understandings** | | Evolution is the gradual change of a species over a long period of time | | | | | | |
| **Essential Vocabulary** | | Species, Evolution, Natural Selection, Variation, Adaptation, Gradualism, Punctuated Equilibrium, Charles Darwin, Hypothesis, Theory | | | | | | |
| **Learning Format- Check All That Apply**  **Whole Group**  **Cooperative Group Flexible Group Collaborative Pair Centers/Stations**  **Other (Please list):** | | | **Technology Usage**  **Teacher: powerpoint**  **polleverywhere**  **Student:**  **Cell phone** | | | **Assessment- Check All That Apply**  **Student Conferencing Performance Task Project Class Presentation Test Quiz Homework Ticket Out The Door  CPS Response**  **Other (Please list): polleverywhere.com** | | |
|  | **Monday** | | | **Tuesday** | **Wednesday** | | **Thursday** | **Friday** |
| **Warm-Up/Hook** |  | | | Separate word document | Separate word document | | Separate word document | Separate word document |
| **Resource Materials** |  | | | paper | Power point textbook | | Power point textbook | Power point textbook |
| **Instructional Activities/Strategies** | No school | | | Welcome students back  Allow 5-10 minutes to share about their break  Teach-to’s  Students discuss what they believe a theory is.  Then describe a theory.  Then introduce some common theories | Teach to’s  Introduce the theory of evolution | | Teach to’s  Continue evolution  Introduce Charles Darwin | Teach to’s  Continue Charles Darwin  Introduce theory of natural selection |
| **Differentiation** |  | | | Teacher will circulate and provide assistance to lower students | Teacher will circulate and provide assistance to lower students | | Provide notes  One-on-one | Teacher will provide assistance with helping students read cards when necessary |
| **Writing**  **Inquiring**  **Collaboration**  **Organization**  **Reading** |  | | | **W-** Students will write 2-3 sentences describing what they think a theory is before discussing it.  **C-** Students will discuss to gain an understanding | **O-** Student will take cornell notes | | **O-** will take cornell notes | **O-** Student will take cornell notes |
| **D.O.K.** |  | | | **Level 1-** recall facts about scientific method  **Level 2-** Students are having to use prior knowledge in their lives and connect it to a scientific concept. | **Level 1-** recall facts about evolution | | **Level 1-** recall facts about evolution and Charles Darwin | **Level 1-** recall facts about evolution, Charles Darwin and natural selection |
| **Homework** |  | | | Homework sheet | Homework sheet | | Homework sheet | Homework Sheet |
| **1st pd** | No School | | | Teach To’s  Punnett Square Review | Teach To’s  Students will work in partners to come up with a hypothetical cross of genetics. Then they will trade with another pair of partners and see if they can solve each others. | | Teach To’s  Writing- Students will write about a scenario of using genetics to identify offspring. | Teach To’s  Punnett Square Test |