







Grade 7 Science (Master)

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2020

September 2020

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p> CEQ: What is the practice of science using technology, engineering, math and society (Practice of Science).</p> <p><i>UEQ:</i> <i>How are scientific investigations performed?</i></p> <p><i>Why are differences significant in scientific studies?</i></p> <p><i>How are products designed to address a need in society?</i></p> <p><i>How has emerging technologies enabled humans to develop models and communicate about natural systems?</i></p>		<p>1. I can understand that my prior experiences may create expectations of the outcome when doing experiments. This may cause me to ignore data. 71111</p> <p>2. I can understand that when similar experiments have different results it can be difficult to know if the differences are significant and if more studies are needed. 71112</p> <p>3. I can create different types of scientific questions and know what type of investigation to use to find the data. Kinds of investigations may include field studies, controlled experiments, reviews of existing</p>	<p>Field Studies- CFA"S</p>	

<p>Field Studies </p> <p>Perform a controlled experiment </p> <p>Evaluate explanations by examining and comparing evidence  </p>	<p>Field Studies 1. Make observations in the natural world. 2. Design and conduct an experiment in the field.</p>	<p>work, and making models. 71122</p> <p>4. I can plan and conduct a controlled experiment to test a hypothesis. My hypothesis contains two variables, one that I purposely change and one that I will measure and record. I know that all other variables must be kept the same and controlled. 71122</p> <p>5. I can identify the different variables in a lab(independent/manipulated/changing, dependent/responding/measured, and the controlled). 71122</p> <p>6. I can write a scientific conclusion from an investigation. I can tell the difference between results (evidence) and conclusions (explanations). 71123</p> <p>7. I can give pros and cons of other people’s</p>	<p>1. Tree measurements lab 2. Transpiration levels laboratory 3. Ecological levels of organization drawing. 4. Crow Hassen River Day field trip to study ecology. 5. Plant experiment 6. Leaf chromatography lab 7. STEM activity--Egg drop</p> <p>Perform a controlled experiment -CFA's 1. Smog alert lab 2. Leaf chromatography lab</p> <p>Evaluate explanations by examining and comparing evidence. CFA'S 1. Climate change debate. 2. Fox and Rabbit population</p>	<p>Field Studies 1.Ecology and the Environment Textbook-Holt McDougal</p> <p>Outdoor Lessons: 1.Crow Hassen River Day field trip 2.Golden rod gall lab</p>
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<p>Science, Technology, engineering and math </p>	<p>Perform a controlled experiment 1. Plan and conduct a controlled experiment testing at least two variables 2. Generate a scientific conclusion.</p> <p>Evaluate explanations by examining and comparing evidence. 1. Understand that prior expectations create bias. 2. Understand that similar investigations can give different results.</p>	<p>explanations after looking at the evidence, their reason, and can give different explanations. 71124</p>	<p>study/worksheet. 3. Human population/carrying capacity growth curve poster. 4. Ecological footprint computer printout.</p> <p>Science, Technology, engineering and math. CFA'S 1. STEM activity- Assisting device 2. Google earth maps. 3. Online data to analyze MN animal populations (deer, bear, moose, etc.) 4. Counting Critters worksheet. 5. Smog solution presentation 6. Intro to microscopes e-lab 7. Metric measurements lab</p>	<p>Perform a controlled experiment 1. Ecology and the Environment Textbook- Holt McDougal</p> <p>Evaluate explanations by examining and comparing evidence 1. Ecology and the Environment Textbook- Holt McDougal</p>
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	<p>Science, Technology, engineering and math</p> <p>1. Interpret how maps, satellite images, models, and other data sets to describe patterns and make predictions about natural systems?</p> <p>2. Create a product idea that demonstrates a how a model would be engineered.</p>			<p>Science, Technology, Engineering and math</p> <p>1.Counting critters article link</p> <p>2.Ecology and the Environment Textbook- Holt McDougal</p>
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September


Content	Skills	Learning Targets	Assessment	Resources & Technology

October

Content	Skills	Learning Targets	Assessment	Resources & Technology

<p>CEQ: How do organisms demonstrate interdependence with one another(Natural Systems)?</p> <p><i>UEQ:</i></p> <p><i>How are different parts of an environment connected?</i></p> <p><i>How does energy flow through an ecosystem?</i></p> <p><i>What determines a populations size?</i></p> <p><i>How do organisms interact?</i></p> <p><i>How do human activities affect ecosystems? (Unit 2 lesson 5 & all of Unit 4)</i></p> <p>Introduction to Ecology </p> <p>1.Ecology 2.Levels of organization in</p>	<p>Introduction to Ecology</p> <p>1. Describe the field of ecology (ecology). 2. Distinguish between</p>	<ol style="list-style-type: none"> 1. I can identify different populations and communities in an ecosystem. 74211 2. I can describe how populations and communities are related in an ecosystem.74211 3. I can compare and contrast predator/prey, parasite/host, and producer/consumer/decomposer.74212 4. I can describe how the amount of biotic (living) and biotic a (nonliving) resources will determine how many populations can survive in an ecosystem. 74213 5. I can recognize that producers use energy from the sun to make food for themselves. 74221 6. I can recognize that producers make their food from carbon dioxide, sunlight, and water. When 	<p>Introduction to Ecology-CFA'S</p> <ol style="list-style-type: none"> 1. Demonstration (skit) of the levels of organization. 2. Biome climatograph 	<p><u>Outdoor Lessons:</u> Goldenrod Gall lab</p> <p><u>vocabulary:</u> Abiotic Biotic Ecology Ecosystem community population habitat producer consumer decomposer food chain food web niche competition predator prey migration</p> <p>Introduction to Ecology</p> <ol style="list-style-type: none"> 1.Wolves and moose article link 2.Ecology and the Environment Textbook-
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<p>an environment 3. Biomes</p>	<p>abiotic and biotic factors (ecology). 3. Describe the different levels of organization in an environment (levels of org.). 4. Describe the factors that characterize a biome (biomes). 5. Relate ecosystems to biomes (biomes). 6. Tell where populations live.</p>	<p>they do this it is called photosynthesis.74221 7. I can recognize that producers can use the food they make right away, keep it for later, or may be eaten by another organism. 74221 8. I can describe the job that producers, consumers, and decomposers perform in an ecosystem.74222</p>	<p>3. Biome group presentations 4.. Climatograph quiz 5. . Current events discussions</p>	<p>Holt McDougal 3. Speaker from the DNR.</p>
<p>Roles in Energy Transfer </p> <p>1.Producers 2.Decomposers 3.Consumer 4.Food chains and Webs</p>	<p>Roles in Energy Transfer</p> <p>1. Name life's energy source. 2. Explain how producers get energy. 3. Give examples of producers. 4. Define photosynthesis 5. Describe how consumers and decomposers get energy. 6. Describe the importance of decomposers. 7. Explain energy flow in a food web.</p>	<p>9. I can describe how organisms change energy from one form to another in a food web. 74222 10. I can describe how the total amount of matter in an ecosystem remains the same.74223 11. I can describe how energy may appear in a different form or place. 74223</p>	<p>CSA'S- ECOLOGY TEST</p> <p>Roles in Energy Transfer -CFA'S 1. Act out energy pyramids through food chains. 2. Energy flow quiz 3. Leaf chromatography lab</p> <p>CSA- FOOD WEB</p>	<p>Roles in Energy Transfer 1.Why do leaves change color article link 2.Ecology and the Environment Textbook- Holt McDougal</p>
<p>Population Dynamics </p>	<p>Population Dynamics</p>			<p>Population Dynamics</p>

<p>1.Size of populations 2.Populations and limiting factors 3.Interaction within populations</p> <p>Interactions in communities </p> <p>1.Predation 2.Symbiosis 3.Competition</p>	<p>1. Describe factors that impact population size. 2. Give examples of population crashes.</p> <p>Interactions in communities</p> <p>1. Define Predator and Prey 2. Express how predator and prey interact with one another. 3. Identify adaptations of predator and prey. 4. Explain symbiosis 5. Predict the outcome of competition.</p>		<p>Population Dynamics -CFA'S</p> <p>1. Jack pine tree fire lab 2. Counting critters young naturalists reading and questions 3. Human population graphing activity 4. Read and article on wolves and moose populations on Isle Royale Nt'l park. 5. Symbiotic relationships worksheet 6. Curious world of Galls article 7. Carrying capacity demonstration</p> <p>Interactions in communities-CFA'S</p> <p>1. Goldenrod gall lab 2. Diagram the relationships in the yellowstone Nt'l Park food web. 3. Young Naturalists reading: The curious world of galls questions. 4. Wolf hunt debate. 5. WRITING</p>	<p>1.Wolves of Yellowstone article link 2.Curious world of gall article link 3.Ecology and the Environment Textbook-Holt McDougal</p> <p>Interactions in communities</p> <p>1.Ecology and the Environment Textbook-Holt McDougal</p>
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			<p>STANDARD- Wolf and moose opinion paper</p> <p>6. Butterflies predator and prey activity</p> <p>7. Wild bean lab</p> <p>8. Invasive species worksheet</p> <p>CSA- Populations and communities Unit Test</p>	
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November



Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ: What is Matter (Matter)?</p> <p><i>UEQ:</i></p> <p><i>What is matter made up of?</i></p> <p><i>How are atoms and molecules different?</i></p>		<p>1. I can understand that all substances are made of one or more elements. 72111</p> <p>2. I can understand that there are about 100 elements on the periodic table. The periodic table puts elements that have</p>		<p><u>Vocabulary:</u></p> <p>pure substance element atom chemical symbol molecule chemical formula subscript chemical equation coefficient</p>



<p>Molecular structures </p> <ol style="list-style-type: none"> 1. atoms 2. Molecules vs. compounds 3. Element Comprehension <p>Element Comparison </p> <p>Chemical equations </p> <ol style="list-style-type: none"> 1. Chemical changes 2. Types of molecules in cells. 	<p>Molecular structures</p> <ol style="list-style-type: none"> 1. Understand the parts that make up an atom. 2. Identify the different charges that atoms can have. <p>Element Comprehension</p> <ol style="list-style-type: none"> 1. Distinguish characteristics of the periodic table. 2. Choose an element to elaborate on. <p>Chemical equations</p> <ol style="list-style-type: none"> 1. Recognize that a chemical equation describes a reaction where pure substances change. 2. Identify and distinguish the four main types of 	<p>things in common together.72111</p> <ol style="list-style-type: none"> 3. I can describe the differences between elements and compounds. When I describe them I can talk about atoms and molecules. 72112 4. I can understand that a chemical equation shows a reaction of pure substances changing into at least one different pure substance. 72113 	<p>Molecular structures-CFA'S</p> <ol style="list-style-type: none"> 1. compound vs. molecule wkst. 2. Salt vs. Sugar lab 3. Introducing atoms wkst. 4. Electron charge lab (static electricity). 5. Marshmallow lab. building molecules <p>CSA- Atoms and molecules Unit Test.</p> <p>Element Comprehension CSA adopt an element activity/periodic table</p> <ol style="list-style-type: none"> 2. Elemental vocabulary practice <p>Chemical equations-CFA'S</p> <ol style="list-style-type: none"> 1. STEM activity- Analyze Nutrients 2. Chemistry of life vocabulary cards. 3. Yeast lab 	<p>Molecular structures interactive periodic table</p> <p>Element Comprehension Interactive Periodic Table link</p> <p>Chemical Equations</p> <p>Websites: Mr. Par First 10 elements song Tom Lehear</p>
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	molecules in cells.		4. Best bread baking dilemma	
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December



Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ: What is life structure and function in Living Systems(DNA, cells, genetics)?</p> <p><i>UEQ:</i></p> <p><i>What are living things made of?</i></p> <p><i>What are the different parts that make up a cell?</i></p> <p><i>How are living things organized?</i></p> <p><i>How do organisms maintain homeostasis (includes lesson 6 unit one)?</i></p> <p><i>How do cells divide for sexual and asexual reproduction?</i></p> <p><i>How are traits inherited?</i></p> <p><i>How are patterns of inheritance studied?</i></p> <p><i>What is DNA?</i></p>		<p>1. I can recognize that all cells do not look alike. Specialized cells in multi-cellular organisms make up tissues and organs that perform specific functions. 74111</p> <p>2. I can describe how the organs in the respiratory, digestive, nervous, skin and urinary systems work together to provide the needs of vertebrate organisms. 74112</p> <p>3. I can recognize that cells carry out life functions. All organisms, including animals, plants, fungi, bacteria, and protists, do these</p>		<p><u>Vocabulary:</u></p> <p>cell</p> <p>cell division</p> <p>cell membrane</p> <p>cell theory</p> <p>cell wall</p> <p>chloroplast</p> <p>cytoplasm</p> <p>organ</p> <p>organ system</p> <p>organelle</p> <p>organism</p> <p>nucleus</p> <p>respiration</p> <p>tissue</p> <p>chromosome</p> <p>Endoplasmic reticulum</p> <p>ribosome</p> <p>mitochondrion</p> <p>vacuole</p> <p>diffusion</p> <p>osmosis</p> <p>cell division</p> <p>mitosis</p>



<p>Characteristics of cells </p> <ol style="list-style-type: none"> 1.What is a cell 2.Cell Theory 3.Two Types of cells 4.Cell structure and function <p>Eukaryotic cells </p> <ol style="list-style-type: none"> 1.Parts of Eukaryotic cells 2.Plant and Animal cells 	<p>Characteristics of cells</p> <ol style="list-style-type: none"> 1. Describe the relationship between cells and organisms. 2. Compare unicellular and multicellular organisms. 3. Identify the parts that all cells have in common. 4. Compare prokaryotes and eukaryotes. <p>Eukaryotic Cells</p> <ol style="list-style-type: none"> 1. Identify general characteristics of eukaryotic cells 2. Recognize how prokaryotes differ from 	<p>functions in a similar way.74121</p> <p>4. I can recognize that cells repeatedly divide to make more cells for growth and repair.74122</p> <p>5. I can tell the difference between a plant and animal cell by looking for a cell wall and chloroplasts. 74123</p> <p>Characteristics of cells</p> <ol style="list-style-type: none"> 1. I can recognize that all cells work in similar ways to carry out the functions for life. 2. I can tell the difference between plant and animal cells. 3. I can understand that cells make new cells. 	<p>Characteristics of cells-CFA'S</p> <ol style="list-style-type: none"> 1. Investigation of cells using microscopes 2. Characteristics of life articles and worksheet. 3. A tale of Two cells drawing project. <p>Eukaryotic Cells-CFA'S</p> <ol style="list-style-type: none"> 1. City city/factory group posters. 2. Discovering Cells video with worksheet. 	<p>organ organ system organism.</p> <p>Lessons 4-6: Mitosis, sexual reproduction, asexual reproduction,</p> <p>mitosis</p> <p>chromosomes</p> <p>haploid/diploid</p> <p>meiosis</p> <p>sexual reproduction</p> <p>asexual reproduction</p> <p>fertilization</p> <p>cytokinesis</p> <p>interphase</p> <p>Heredity unit:</p> <p>traits</p>
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<p>Levels of Cellular organization </p> <ol style="list-style-type: none"> 1. Cells to organisms 2. Cellular Structure and function 3. Systems work together <p>Cell Processes </p> <ol style="list-style-type: none"> 1. Homeostasis in cells 2. Homeostasis in organisms 3. Cellular division 	<p>Eukaryotes.</p> <ol style="list-style-type: none"> 3. Describe certain organelles structure and function. 4. Compare and contrast organelles found in plant and animal cells. <p>Levels of Cellular organization</p> <ol style="list-style-type: none"> 1. Distinguish differences between unicellular and multicellular organisms. 2. List the levels of structural organization. 3. Define specialization 4. Compare organ systems (respiratory, circulatory, digestive, nervous, skin and urinary systems). <p>Cell Processes</p> <ol style="list-style-type: none"> 1. Identify the needs of cells 2. Describe how cells can get energy 3. Explain why cells divide (mitosis) 		<ol style="list-style-type: none"> 3. Cells online lesson. 4. Onion cells 5. microscope observation lab <p>Narrative writing Standard: Honey I shrunk the kids!</p> <ol style="list-style-type: none"> 6. Cheek cells lab 7. Cell city 8. Cells Quiz <p>Levels of Cellular organization-CFA'S</p> <ol style="list-style-type: none"> 1. Body systems classroom tour activities. 2. Frog Dissection 3. Chicken wing dissection 4. Vertebrate survey kits. <p>Cell Processes-CFA'S Argumentative Writing Standards- Gummy bear lab & Birthday lab.</p> <ol style="list-style-type: none"> 1. Osmosis and diffusion quiz 2. Osmosis and Inquiry lab. 3. Gummy bear lab. 	<p>heredity</p> <p>genotype</p> <p>phenotype</p> <p>acquired traits</p> <p>inherited traits</p> <p>allele</p> <p>dominant</p> <p>recessive</p> <p>DNA</p> <p>mutation</p> <p>replication</p> <p>Characteristics of cells</p> <ol style="list-style-type: none"> 1. Cells and Heredity Textbook- Holt McDougal
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				<p>1. Cells and Heredity Textbook- Holt McDougal</p> <p>Cell Processes 1. Cells and Heredity Textbook- Holt McDougal</p>
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January


Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>Photosynthesis and Cellular Respiration </p> <p>(lesson 6, section 1).</p> <ol style="list-style-type: none"> 1. Cells need energy 2. Photosynthesis 3. Cellular respiration 	<p>Photosynthesis and Cellular Respiration</p> <ol style="list-style-type: none"> 1. State that all organisms need energy. 2. Explain how organisms get energy. 3. Describe photosynthesis. 4. Explain how cellular respiration takes place. 	<ol style="list-style-type: none"> 1. I can recognize that cells contain genes. 74311 2. I can recognize that genes determine traits of an organism. 74311 3. I can recognize some genes work alone and 	<p>Photosynthesis and Cellular Respiration -CFA'S</p> <ol style="list-style-type: none"> 1. Elodea and snails lab.  2. Cellular respiration worksheet. 3. Digital lab-Cell respiration/photosynthesis 	<p>Photosynthesis and Cellular Respiration</p> <ol style="list-style-type: none"> 1. Cells and Heredity Textbook- Holt McDougal

<p>Sex cells </p> <ol style="list-style-type: none"> 1. Asexual reproduction 2. Sexual reproduction 3. Comparing sexual and asexual reproduction. <p>Heredity </p> <ol style="list-style-type: none"> 1. Mendel's Work 2. DNA in inheritance 3. Genes, Traits and Characteristics 	<p>Sex Cells</p> <ol style="list-style-type: none"> 1. Explain how sex cells differ from body cells. 2. Identify the relationship between sex cells and sexual reproduction. 3. Determine how cellular division of sex cells is different that regular cellular division. 4. Differentiate between sexual and asexual reproduction. 5. Identify advantages and disadvantages to both types of reproduction. <p>Heredity</p> <ol style="list-style-type: none"> 1. Explain how dominant and recessive traits differ. 2. Describe DNA's role in determining traits. 3. Identify the relationship between genotype and phenotype. 4. Distinguish between inherited and acquired traits. 5. Provide examples of environmental factors that may affect phenotype. 	<p>others work together to control traits. 74311</p> <p>4. I can recognize that asexually reproducing organisms get their genetics from one parent. 74312</p> <p>5. I can recognize that sexually reproducing organisms get half their genetics from each parent.74312</p> <p>6. I can give examples of characteristics of organisms that are controlled by genetics and the environment.74313</p> <p>7. I can identify how fossils show the changes in organisms over time. 74321</p> <p>8. I can compare living things and fossils by looking at the organisms structure. 74322</p> <p>9. I can recognize that differences (variations)</p>	<p>Sex Cells -CFA'S</p> <ol style="list-style-type: none"> 1. What species is it? Article and questions. <p>Heredity -CFA'S</p> <ol style="list-style-type: none"> 1. Space bug lab 2. Inventory of Traits lab 3. Genetics with a smile worksheet 4. Sponge Bob genetics 5. Planet Dye Job (pedigree tables) 6. Hairless rabbits pedigree table 7. Online blood typing lab. 	<p>Sex Cells</p> <ol style="list-style-type: none"> 1. Cells and Heredity Textbook- Holt McDougal <p>Heredity</p> <ol style="list-style-type: none"> 1. Cells and Heredity Textbook- Holt McDougal 2. Laura Rothenberg Audio link 3. Rosalind Franklin You tube link 4. Dogs and More Dogs NOVA Video link 5. Cracking the code of life
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February


Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ: How have Living Systems evolved?</p> <p>UEQ:</p> <p><i>What is the theory of evolution by natural</i></p>				<p>Vocabulary:</p> <p>Fossil fossil record homologous structure natural selection</p>

<p><i>selection?</i> <i>What evidence supports the theory of evolution?</i> <i>How has life changed over time?</i> <i>How are organisms classified?</i></p> <p>Theory of evolution by Natural Selection </p> <ol style="list-style-type: none"> 1. Darwin’s observations 2. Natural Selection 3. Extinction and Environmental Change 	<p>Theory of evolution by Natural Selection</p> <ol style="list-style-type: none"> 1. Define Evolution. 2. Define Natural Selection 3. Explain how variation in populations come to exists over time. 4. Describe how Environmental changes can affect a species. 		<p>Theory of Evolution by Natural Selection -CFA'S</p> <ol style="list-style-type: none"> 1. Whale Evolution group timeline activity 2. Tweedle Bug Pesticide Resistance activity 3.Theory of evolution by Natural Selection 4.Adaptation drawing (rolling the dice) 5.Comparative anatomy lab using skulls(dicot key may show genetic similarity) 6.The History of life on earth 7. DNA Protein Synthesis Puzzle worksheet. 8. Darwin’s online 	<p>extinction variation population traits diversity selective breeding hybridization inbreeding biotechnology domesticated animals cultivated plants</p> <p>Theory of Evolution by Natural Selection</p> <ol style="list-style-type: none"> 1. The Diversity of Living Things Textbook- Holt McDougal 2. What Darwin Didn't Know Nova video Link
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			survey? 1 million years.	
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March


Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>Evidence of Evolution</p>  <ul style="list-style-type: none"> 1. Fossil Evidence 2. Structural Evidence 3. Genetic Evidence 4. Embryological Evidence 	<p>Evidence of Evolution</p> <ul style="list-style-type: none"> 1. Describe how scientists use fossil evidence to determine relationships between organisms. 2. Describe how unused body structures are evidence for evolution. 3. Describe how similar body structures with different functions are evidence for evolution. 4. Describe how similarities in 	<p>*See previous month for these learning targets listed.</p>	<p>Evidence of Evolution-CFA'S</p> <ul style="list-style-type: none"> 1. Comparative Anatomy lab- Arm bones of different species. 2. Evolution of dance video. 3. Bird beak lab. 	<p>Evidence of Evolution</p> <ul style="list-style-type: none"> 1. The Diversity of Living Things Textbook- Holt McDougal

<p>The History of life on earth </p> <p>1. Fossil record</p>	<p>developmental patterns provide evidence of evolution.</p> <p>The History of life on earth</p> <p>1. Understand how scientists use fossils to gauge how long Earth had life.</p> <p>2. Describe how the fossil record records extinctions.</p>		<p>The History of Life on Earth-CFA'S</p> <p>1. Dating the fossil record lab</p> <p>2. Human origins world map activity</p> <p>CSA- Evolution test</p>	<p>The History of Life on Earth</p> <p>1. The Diversity of Living Things Textbook- Holt McDougal</p>
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April

Content	Skills	Learning Targets	Assessment	Resources & Technology
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CEQ: How do humans interact with Living Systems (vaccines, human body systems)? 

*UEQ:
How do the body systems work together to maintain homeostasis?*

How do your skeletal and muscular, and integumentary system work together?

How do your circulatory and respiratory system work together?

How do your body's digestive and urinary system work together?


How does your nervous system work?

How does your body combat microorganisms?

What kinds of treatments are available to combat microorganisms?

1. I can give examples of new plants and animals that have resulted from selective breeding.74411
2. I can explain why people have used selective breeding. 74411
3. I can give examples of ways humans change living and non-living things in the ecosystem. 74412
4. I can summarize how pathogens (disease causing organisms) get into the body.74421
5. I can summarize how pathogens cause disease. 74421
6. I can recognize that microorganisms can cause disease. 74422
7. I can recognize that there are medicines available to combat some microorganisms 74422

vocabulary:
virus
host
parasite
antibiotic
fungi
microorganism
vaccine
immunity
disease
immune system
cancer
Frog Dissection video

<p>Digestive System</p>	<p>2. List disorders that affect the cardiovascular system. 3. Describe the parts of the respiratory system. 4. List disorders that affect the cardiovascular system.</p> <p>Digestive System 1. State the function of the digestive system. 2. Describe the role of organs in the digestive system. 3. Explain how the digestive system interacts with other body systems.</p>			<p>Digestive Systems 1. The Human Body Textbook- Holt McDougal</p>
<p>Nervous System</p>	<p>Nervous System 1. Explain how the brain sends and receives signals. 2. Describe parts of the neuron.</p>			<p>Nervous Systems 1. The Human Body Textbook- Holt McDougal</p>
<p> Infectious disease/ Bacteria Viruses fungi and protists 1. Characteristics of bacteria 2. Characteristics of viruses</p>	<p>Infectious disease/ Bacteria Viruses fungi and protists 1. Students will explain how bacteria and viruses may infect the human body. 2. Students will be able to understand how sickness</p>		<p>Infectious disease/ Bacteria Viruses fungi and protists 1. Spreading sickness demonstration 2. Bacteria swabbing lab</p>	<p>Infectious disease/ Bacteria Viruses fungi and protists 1. The Human Body Textbook- Holt McDougal</p>

	<p>can interfere with normal body functions.</p> <ol style="list-style-type: none">3. Medications are available to combat microorganisms.4. Vaccines build immunity without causing the disease.		<ol style="list-style-type: none">3. Pond sampling for protists	<ol style="list-style-type: none">2. The Diversity of Living Things- Holt McDougal3. You tube clips4. Radiolab- Viruses in the oceans podcast
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