

Emerson Middle School Integrated Lesson Form

Title: Week 9: 14-15

Lesson Description: Review

<p>Educator</p>	<p>Name: Elena Mackey                  A+ School: EMS                  Grade level/subject area: 7th Grade Science</p>								
<p>Curriculum &amp; Arts</p>	<p>Overarching Concept: Review --Review/Introduce Natural &amp; Artificial Selection                  Essential Question(s) and/or Focus Question(s):</p> <p>What is the job of chromosomes?                  What happens during the cell cycle?                  How do asexual and sexual reproduction differ?                  What is a genetic mutation?                  How does a beneficial mutation influence the future of a species?                  Give some examples of plant adaptations to the environment.</p> <p>What is genetic Inheritance?                  How do living things inherit traits?                  Why is adaptation important to life?</p> <p>Disciplines Addressed: <span style="float: right;">21st Century</span>                  skills:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;"><input type="checkbox"/> dance</td> <td style="width: 25%;"><input type="checkbox"/> music</td> <td style="width: 25%;"><input checked="" type="checkbox"/> visual arts</td> <td style="width: 25%;"><input checked="" type="checkbox"/> creativity</td> </tr> <tr> <td><input type="checkbox"/> drama</td> <td><input checked="" type="checkbox"/> reading</td> <td><input checked="" type="checkbox"/> writing</td> <td><input checked="" type="checkbox"/> problem solving</td> </tr> </table> <p><input checked="" type="checkbox"/> language arts <input checked="" type="checkbox"/> science <input type="checkbox"/> other:  <input checked="" type="checkbox"/> technology  <input checked="" type="checkbox"/> math <input type="checkbox"/> social studies  <input checked="" type="checkbox"/> collaboration</p> <p>Curricular connections/instructional objectives: (state standards, etc.) MS LS 4-4, 4-5, and 4-6</p>	<input type="checkbox"/> dance	<input type="checkbox"/> music	<input checked="" type="checkbox"/> visual arts	<input checked="" type="checkbox"/> creativity	<input type="checkbox"/> drama	<input checked="" type="checkbox"/> reading	<input checked="" type="checkbox"/> writing	<input checked="" type="checkbox"/> problem solving
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<p>Enriched Assessment</p>	<p>Ways to assess/evaluate students' understanding during and at the conclusion of the lesson</p> <p>Formative:  Students will answer bellwork questions and discuss critical thinking questions that will gauge their understanding of prior knowledge and new material.</p> <p>.</p> <p>Summative:  Students will complete daily exit slips.  Students will complete and turn in the study guide for this unit.  Students will create review questions and answer each other's review questions to get ready for their test.</p> <p>Note any unexpected outcomes with students and how they affected next steps:</p>								
<p>Collaboration</p>	<p>How will collaboration be used: (between students, fellow teachers, or anyone with potential expertise):</p> <p>Students will work in table groups and between table groups to share their knowledge.</p> <p>I will guide classroom discussions to monitor understanding.</p> <p>I will share my lesson plans with my co-teachers so that they will be better prepared.</p>								
<p>Multiple Learning Pathways</p>	<p>Multiple Intelligences addressed within lesson: (check all that apply)</p> <table data-bbox="446 1438 1299 1585"> <tr> <td><input checked="" type="checkbox"/>_x_bodily/kinesthetic</td> <td><input type="checkbox"/>_musical-rhythmic</td> </tr> <tr> <td><input checked="" type="checkbox"/>_x_interpersonal</td> <td><input type="checkbox"/>_naturalist</td> </tr> <tr> <td><input checked="" type="checkbox"/>_x_Intrapersonal</td> <td><input checked="" type="checkbox"/>_x_verbal-linguistic</td> </tr> <tr> <td><input checked="" type="checkbox"/>_x_logical-mathematical</td> <td><input type="checkbox"/>_visual spatial</td> </tr> </table>	<input checked="" type="checkbox"/> _x_bodily/kinesthetic	<input type="checkbox"/> _musical-rhythmic	<input checked="" type="checkbox"/> _x_interpersonal	<input type="checkbox"/> _naturalist	<input checked="" type="checkbox"/> _x_Intrapersonal	<input checked="" type="checkbox"/> _x_verbal-linguistic	<input checked="" type="checkbox"/> _x_logical-mathematical	<input type="checkbox"/> _visual spatial
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<p>Infrastructure</p>	<p>Classroom Infrastructure/Setup:  Timeframe (example: length of unit, number and length of lesson(s):  Space:  Material:  Resources/books/websites/other information sources:  Textbook, Google Classroom, Youtube video, PTC lab and PTC paper</p> <p><b>Monday</b>  Bellwork: If a cell has 16 chromosomes-  How many cells will be produced at the end of meiosis?  How many chromosomes will be in each cell? (10 min)</p> <p>Flippity Review Game(25 min)</p> <p>Work on Study guide/Ask questions (10 min)</p> <p>Exit:Give an example of a plant adaptation. (5 min)</p> <p><b>Tuesday:</b>  If an organism has a beneficial mutation what is likely to happen to the organism with the mutation? (10 min)</p> <p>Go over study guide (15 min)</p> <p>Create your own (15 min)</p> <ul style="list-style-type: none"> <li>A) Each person will write a review question for the test,( based off of notes or the study guide) on a note card.</li> <li>B) Once each person has answered all of their table's questions on their own sheet of paper, they will switch cards with a nearby table,</li> <li>C) Each table will switch cards with at least two other tables.</li> <li>D) They will have five minutes to complete each round.</li> <li>E) Each student will turn in their answer sheet into the basket.</li> </ul> <p>Exit: What is one benefit of meiosis? (5 min)</p> <p><b>Wednesday</b>  Bellwork:  A. chromosome from each parent that contains the same genes is called what? (P 184)</p>
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	<p>B. A form of asexual reproduction where plants send out stolons or runners to produce a new offspring (P 198)  C. The union of sperm and egg produces what? (P 182) (10 min)</p> <p>Bundle 1 Test (35 min)</p> <p>If students finish early they will read AR books.</p> <p><b>Thursday:</b>  How do we inherit traits? (3 sentences) (10 min)  Define essential unit vocab (12 min)  Draw and label the phases of meiosis(Review) (20 min)</p> <p>Exit:On their paper students will respond to the question: How is meiosis connected to genetic inheritance? (5 min)</p> <p><b>Friday</b>  Bellwork (10 min)  A. Think of a time you have had to adapt to a hard situation. Explain how you adapted.( 1-2 sentences)  B. Why is it important for living things to be able to adapt?  Discuss yesterday’s question: How is meiosis related to genetic inheritance (10 min)  Genetic traits PTC video 8 min  <a href="https://www.youtube.com/watch?v=pv3Kj0UjiLE">https://www.youtube.com/watch?v=pv3Kj0UjiLE</a>  PTC lab 20 min  <a href="https://docs.google.com/document/d/1s2p-VB5DZ701U8H7MfSy5LjCtnHaJYeWRmYLtPMn9gs/edit?usp=sharing">https://docs.google.com/document/d/1s2p-VB5DZ701U8H7MfSy5LjCtnHaJYeWRmYLtPMn9gs/edit?usp=sharing</a></p>								
<p>Experiential Learning &amp; Climate</p>	<p>Steps/Process: (You may share by using this form, video, photostory, powerpoint, etc.) Please attach rubric, checklist or other assessment tool, if applicable.</p>								
<p>ISTE standards</p>	<p>Check all that apply:</p> <table border="0"> <tr> <td><input type="checkbox"/>_x_Empowered learner</td> <td><input type="checkbox"/>_x_Digital citizen</td> </tr> <tr> <td><input type="checkbox"/>_x_Knowledge constructor</td> <td><input type="checkbox"/>_x_Innovative designer</td> </tr> <tr> <td><input type="checkbox"/>_x_Computational thinker communicator</td> <td><input type="checkbox"/>_x_Creative</td> </tr> <tr> <td><input type="checkbox"/>__Global collaborator</td> <td></td> </tr> </table>	<input type="checkbox"/> _x_Empowered learner	<input type="checkbox"/> _x_Digital citizen	<input type="checkbox"/> _x_Knowledge constructor	<input type="checkbox"/> _x_Innovative designer	<input type="checkbox"/> _x_Computational thinker communicator	<input type="checkbox"/> _x_Creative	<input type="checkbox"/> __Global collaborator	
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