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| **Subject: Science** | | **Grade Level: 7th** | | **Campus: Vela** | | **Teacher Name: Thakker/Sanchez** | |
| TLI.jpg | **Objective/TLW** | **CPQ/TTT** | **TEKS/**  **ELPS/ CCRS** | **Cognitive Strategy Routine** | **Materials/ Resources** | **Lesson Strategies** | **Student Activity/ Assessment** |
| **Week 1**  4th Six Weeks | **TLW:** Recognize that according to cell theory all organisms are composed of cells and cells carry on similar functions such as extracting energy from food to sustain life.  **Language**  **Objective:** When I write I'll use lots of different sentence patterns, sentence legnths and connecting words that combine phrases, clauses and sentences. | **CPQ:** What events contributed to what cell theory is today?  What does the cell theory state?  How and what formed the existing theory of the cell theory?  What are the phases of mitosis? | **TEKS:** 7.12 F  **ELPS:** 5F  **CCRS:** via4 | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP#**  **Text Name:**  **Workbook**  **PP#**  **Teacher Master PP#**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | Use the text "Cell Theory" and the Making Inferences wkst to understand the text.  Use the text "Cell Theory and Neoplasia" and the Making Inferences wkst to understand the text.  Use the "Mitosis Foldable" to understand what the phases of Mitosis are.  Aca. Voc. (Frayer)-cell theory, and mitosis |
| **Week 2**  4th Six Weeks | **TLW:** The student is expected to define heredity as the passage of genetic instructions from one generation to the next generation  **Language**  **Objective:** When I write I'll use new basic words and new vocabulary about this subject. | **CPQ:** How do we get traits from our parents?  How are genetic traits passed from one generation to the next?  Waht forms of alleles exist? | **TEKS:** 7.14A  **ELPS:** 5b  **CCRS:** vid1 | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP#**  **Text Name:**  **Workbook**  **PP#**  **Teacher Master PP#**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | Use the text "Natural Selction and the Peppered moth" and the Making Predictions Anticipation wkst to understand the text.  Aca. Voc. (Frayer)-heredity, traits, gene, dominant trait, recessive trait and allele. |
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| **Week 3**  4th Six Weeks | **TLW:** Compare the results of uniform or diverse offspring from sexual reproduction or asexual reproduction  **Language**  **Objective:** I'll spell words correctly more and more often. | **CPQ:** How are the offspring of asexual reproduction and sexual reproduction alike and different? | **TEKS:** 7.14b  **ELPS:** 5c  **CCRS:** via4 | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP#**  **Text Name:**  **Workbook**  **PP#**  **Teacher Master PP#**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | Use the text "Sexual and Asexual Reproduction" and Making Predictions Anticipation wkst to understand the text.  Aca. Voc. (Frayer)-genetic variation, natural selection, population |
| **Week 4**  4th Six Weeks | **TLW:** The student knows that the living systems at all levels of organization demonstrate the complementary nature of structure and function.  Recognize that inherited traits of individuals are governed in the genetic material found in the genes withine the chromosomes in the nucleus.  **Language**  **Objective:** When I write I'll use new basic woardsand new vocabulary about this subject. | **CPQ:** How is the Punnett square useful in predicting genetic combinations?  What are some advantages and limitations of Punnett squares? | **TEKS:** 7.14C  **ELPS:** 5b  **CCRS:** via4 | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP#**  **Text Name:**  **Workbook**  **PP#**  **Teacher Master PP#**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | Use the text "Heredity and Genetics" and CPQ/TTT wkst to understand the text.  Aca. Voc. (Frayer)-Punnett squares, dominant, recessive, genotype, phenotype, chromosomes, DNA. |

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| **Week 5**  4th Six Weeks | **TLW:** Examine organisms or their structures such as insects or leaves and use dichotomous keys for identification.  Explain variation writhin a population or species by comparing external features, behaviors, or physiology of organisms that enhance their survival such as migration, hibernation, or storage of food in a bulb.  **Language**  **Objective:** When I write, I'll use lots of different sentence patterns, sentence legnths, and connecting words that combine phrases, clauses and sentences. | **CPQ:** How do external structures allow for organisms to be identified?  How are dichotomous keys useful in the identification of organisms?  How do dichobomous keys show relationships between organisms?  How do genetic traits change over several generatios?  How does variation within a population or species enhance their survival?  How are natural selection and selective breeding similar and different? | **TEKS:** 7.11A, 7.11C  **ELPS:** 5f  **CCRS:** vie1 | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP#**  **Text Name:**  **Workbook**  **PP#**  **Teacher Master PP#**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | Use the text "Genetic Variation" and "I do, We do, You do" , CPQ/TTT to understand the text.  Aca. Voc. (Frayer)-dichotomousky, appendages, camouflage, sedispersal, migration, hibernation, photoprism, and gestropism. |