



# FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES

"Building a Better Future for Every Child - Every Day!" Summer 2014

Subject: Science Grade Level: 7

Angie Waugh, Karen Bailey, Carol Bentley, Tammy Meade, Coley Martin

MS. Chemical Reactions	Weeks 1-4
Standards	ELA/Literacy Connections
<p><b>PS1- 2</b> Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.</p> <p><b>PS1- 5</b> Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.</p> <p><b>PS1- 6</b> Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.*</p>	<p><b>RST.6-8.1</b> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions (07-PS1-2)</p> <p><b>RST.6-8.3</b> Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (07-PS1-6)</p> <p>Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (07-PS1-2),(07-PS1-5)</p> <p><b>WHST.6-8.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (07-PS1-6)</p>
Disciplinary Core Ideas	Math
<p><b>PS1.A: Structure and Properties of Matter</b></p> <ul style="list-style-type: none"> <li>Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it. (07-PS1-2) (Note: This Disciplinary Core Idea is also addressed by 06-PS1-3.)</li> </ul> <p><b>PS1.B: Chemical Reactions</b></p> <ul style="list-style-type: none"> <li>Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants. (07-PS1-2),(07-PS1-5) (Note: This Disciplinary Core Idea is also addressed by 06-PS1-3.)</li> <li>The total number of each type of atom is conserved, and thus the mass does not change. (07-PS1-5)</li> <li>Some chemical reactions release energy, others store energy. (07-PS1-6)</li> </ul> <p><b>ETS1.B: Developing Possible Solutions</b></p> <ul style="list-style-type: none"> <li>A solution needs to be tested, and then modified on the basis of the test results, in order to improve it. (secondary to 07-PS1-6)</li> </ul> <p><b>ETS1.C: Optimizing the Design Solution</b></p> <ul style="list-style-type: none"> <li>Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process—that is, some of the characteristics may be incorporated into the new design. (secondary to 07-PS1-6)</li> <li>The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution. (secondary to 07-PS1-6)</li> </ul>	<p><b>MP.2</b> Reason abstractly and quantitatively. (07-PS1-2),(07-PS1-5)</p> <p><b>MP.4</b> Model with mathematics. (07-PS1-5)</p> <p><b>6.RP.A.3</b> Use ratio and rate reasoning to solve real-world and mathematical problems. (07-PS1-2),(07-PS1-5)</p> <p><b>6.SP.B.4</b> Display numerical data in plots on a number line, including dot plots, histograms, and box plots. (07-PS1-2)</p> <p><b>6.SP.B.5</b> Summarize numerical data sets in relation to their context (07-PS1-2)</p>
	<p><b>Cross Cutting Concepts</b></p> <p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>Macroscopic patterns are related to the nature of microscopic and atomic-level structure. (07-PS1-2)</li> </ul> <p><b>Energy and Matter</b></p> <ul style="list-style-type: none"> <li>Matter is conserved because atoms are conserved in physical and chemical processes. (07-PS1-5)</li> <li>The transfer of energy can be tracked as energy flows through a designed or natural system. (07-PS1-6)</li> </ul>

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Week 1			
I can's	Vocabulary	Suggested Activities/Resources	Assessment
Week 2			
I can's	Vocabulary	Suggested Activities/Resources	Assessment
Week 3			
I can's	Vocabulary	Suggested Activities/Resources	Assessment
Week 4			
I can's	Vocabulary	Suggested Activities/Resources	Assessment

MS. Structure, Function, and Information...	Weeks 5-8
Standards	ELA/Literacy Connections
<p><b>LS1-1</b>  <b>Conduct an investigation to provide evidence that living things are made of cells, either one cell or many different numbers and types of cells.</b></p> <p><b>LS1-2</b>  <b>Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.</b></p> <p><b>LS1-3</b>  <b>Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.</b></p>	<p><b>RST.6-8.1</b>  Cite specific textual evidence to support analysis of science and technical texts. (07-LS1-3)</p> <p><b>RI.6.8</b>  Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (07-LS1-3)</p> <p><b>WHST.6-8.1</b>  Write arguments focused on discipline content. (07-LS1-3)</p> <p><b>WHST.6-8.7</b>  Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (07-LS1-1)</p> <p><b>WHST.6-8.8</b>  Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (08-LS1-8)</p> <p><b>SL.8.5</b>  Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (07-LS1-2)</p>
Disciplinary Core Ideas	Math
<p><b>LS1.A: Structure and Function</b></p> <ul style="list-style-type: none"> <li>All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular). (07-LS1-1)</li> <li>Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell. (07-LS1-2)</li> <li>In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. (07-LS1-3)</li> </ul> <p><b>LS1.D: Information Processing</b></p> <ul style="list-style-type: none"> <li>Each sense receptor responds to different inputs (electromagnetic, mechanical, chemical), transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories. (08-LS1-8)</li> </ul>	<p><b>6.EE.C.9</b>  Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. (07-LS1-1),(07-LS1-2),(07-LS1-3)</p> <p style="text-align: center;"><b>Cross Cutting Concepts</b></p> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Cause and effect relationships may be used to predict phenomena in natural systems. (08-LS1-8)</li> </ul> <p><b>Scale, Proportion, and Quantity</b></p> <ul style="list-style-type: none"> <li>Phenomena that can be observed at one scale may not be observable at another scale. (07-LS1-1)</li> </ul> <p><b>Systems and System Models</b></p> <ul style="list-style-type: none"> <li>Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems. (07-LS1-3)</li> </ul> <p><b>Structure and Function</b></p> <ul style="list-style-type: none"> <li>Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the relationships among its parts, therefore complex natural and designed structures/systems can be analyzed to determine how they function. (07-LS1-2)</li> </ul> <hr/> <p style="text-align: center;"><b>Connections to Engineering, Technology, and Applications of Science</b></p> <p><b>Interdependence of Science, Engineering, and Technology</b></p> <ul style="list-style-type: none"> <li>Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems. (07-LS1-1)</li> </ul> <hr/> <p style="text-align: center;"><b>Connections to Nature of Science</b></p> <p><b>Science is a Human Endeavor</b></p> <ul style="list-style-type: none"> <li>Scientists and engineers are guided by habits of mind such as intellectual honesty, tolerance of ambiguity, skepticism, and openness to new ideas. (07-LS1-3)</li> </ul>



Week 5			
I can's	Vocabulary	Suggested Activities/Resources	Assessment
<p><b><u>Knowledge</u></b></p> <p>-distinguish between living (biotic) and nonliving (abiotic) factors</p> <p>-list and describe the characteristics of life</p> <p>-compare and contrast uni-cellular and multi-cellular organisms</p> <p>-identify &amp; explain how organelles are used in the function of a cell</p> <p>-develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to its functions</p> <p>-use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells</p> <p><b><u>Reasoning</u></b></p> <p>-conduct an investigation to provide evidence of whether something is living or not</p> <p><b><u>Skill-</u></b></p> <p>-I can carry out an investigation.</p> <p>-use tools to make appropriate measurements</p> <p>-make observations</p> <p>-cite evidence by summarizing (avoid plagiarism)</p>	<p>Cell</p> <p>Unicellular</p> <p>Multicellular</p> <p>Organism</p> <p>Reproduction</p> <p>Homeostasis/Metabolism</p> <p>Adaptation</p> <p>Respond to stimuli</p> <p>Growth and Development</p> <p>Lifespan</p> <p>Abiotic biotic</p> <p>Cell membrane</p> <p>Cell wall</p> <p>Nucleus</p> <p>Mitochondria</p> <p>Chloroplast</p> <p>Tissues</p> <p>Organs</p> <p>Organ system</p> <p>Circulatory</p> <p>Excretory</p> <p>Digestive</p> <p>Respiratory</p> <p>Muscular</p> <p>Nervous</p>	<p><b>-What makes good observations?</b></p> <p>Observation Activity (Styrofoam activity) or Mealworm Unit Project</p> <p><b>-How do we know based on observations if something is alive?</b></p> <p>Explore stations (set up bread, cell slides, yogurt, pens, yeast) Living, Nonliving, dead?</p> <p><b>-What evidence do we have for life?</b></p> <p>- Prove it's alive lesson</p> <p>-Research How Cells Were Discovered</p> <p><b>-How is a cell organized?</b></p> <p>-Research Project to explain the function and how cell parts work.</p> <p>-Cell Analogy Poster</p> <p><b>-How does the cell work?</b></p> <p>-Develop a Model (PC, Physical, Sketch Model)</p> <p><b>-How does the body work as a system?</b></p> <p>-Utilize Claim Graphic Organizer</p> <p>-Human Body System Debate</p>	<p><b><u>Products</u></b></p> <p>-Research on Cells</p> <p>-Student Made Model</p> <p>-Debate/Argument</p>
Week 6			

I can's	Vocabulary	Suggested Activities/Resources	Assessment
			<b>Week 7</b>
I can's	Vocabulary	Suggested Activities/Resources	Assessment
			<b>Week 8</b>
I can's	Vocabulary	Suggested Activities/Resources	Assessment

MS. Growth, Development, & Reproduction	Weeks 9-12
Standards	ELA/Literacy Connections
<p><b>LS1-4</b>  <b>Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.</b></p> <p><b>LS1-5</b>  <b>Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.</b></p>	<p><b>RST.6-8.1</b>  Cite specific textual evidence to support analysis of science and technical texts. (07-LS1-4),(07-LS1-5),(08-LS3-1),(08-LS3-2),(08-LS4-5)</p> <p><b>RST.6-8.2</b>  Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (07-LS1-5)</p> <p><b>RI.6.8</b>  Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (07-LS1-4)</p> <p><b>WHST.6-8.1</b>  Write arguments focused on discipline content. (07-LS1-4)</p> <p><b>WHST.6-8.2</b>  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (07-LS1-5)</p> <p><b>WHST.6-8.9</b>  Draw evidence from informational texts to support analysis, reflection, and research. (07-LS1-5)</p>
Disciplinary Core Ideas	Math
<p><b>LS1.B: Growth and Development of Organisms</b></p> <ul style="list-style-type: none"> <li>Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring. (secondary to 08-LS3-2)</li> <li>Animals engage in characteristic behaviors that increase the odds of reproduction. (07-LS1-4)</li> <li>Plants reproduce in a variety of ways, sometimes depending on animal behavior and specialized features for reproduction. (07-LS1-4)</li> <li>Genetic factors as well as local conditions affect the growth of the adult plant. (07-LS1-5)</li> </ul> <p><b>LS3.A: Inheritance of Traits</b></p> <ul style="list-style-type: none"> <li>Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual. Changes (mutations) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits. (08-LS3-1)</li> <li>Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore genes) inherited. (08-LS3-2)</li> </ul> <p><b>LS3.B: Variation of Traits</b></p> <ul style="list-style-type: none"> <li>In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other. (08-LS3-2)</li> <li>In addition to variations that arise from sexual reproduction, genetic information can be altered because of mutations. Though rare, mutations may result in changes to the structure and function of proteins. Some changes are beneficial, others harmful, and some neutral to the organism. (08-LS3-1)</li> </ul> <p><b>LS4.B: Natural Selection</b></p> <ul style="list-style-type: none"> <li>In artificial selection, humans have the capacity to influence certain characteristics of organisms by selective breeding. One can choose desired parental traits determined by genes, which are then passed on to offspring. (08-LS4-5)</li> </ul>	<p><b>6.SP.A.2</b>  Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. (07-LS1-4),(07-LS1-5)</p> <p><b>6.SP.B.4</b>  Summarize numerical data sets in relation to their context. (07-LS1-4),(07-LS1-5)</p> <p><b>Cross Cutting Concepts</b></p> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Cause and effect relationships may be used to predict phenomena in natural systems. (08-LS3-2)</li> <li>Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability. (07-LS1-4),(07-LS1-5), (08-LS4-5)</li> </ul> <p><b>Structure and Function</b></p> <ul style="list-style-type: none"> <li>Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the shapes, composition, and relationships among its parts, therefore complex natural and designed structures/systems can be analyzed to determine how they function. (08-LS3-1)</li> </ul> <p>-----</p> <p><b>Connections to Engineering, Technology, and Applications of Science</b></p> <p><b>Interdependence of Science, Engineering, and Technology</b></p> <ul style="list-style-type: none"> <li>Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems. (08-LS4-5)</li> </ul> <p>-----</p> <p><b>Connections to Nature of Science</b></p> <p><b>Science Addresses Questions About the Natural and Material World</b></p> <ul style="list-style-type: none"> <li>Science knowledge can describe consequences of actions but does not make the decisions that society takes. (08-LS4-5)</li> </ul>

Week 9			
I can's	Vocabulary	Suggested Activities/Resources	Assessment
<p><b>Reasoning</b></p> <ul style="list-style-type: none"> <li>-research animal behaviors and plant structures to find out how these affect reproduction</li> <li>-use argument based on evidence to support how behaviors/structures affect successful reproduction of animals and plants</li> <li>- construct a scientific explanation based on evidence for how the environment &amp; genetics influence the growth of organisms.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-research the effect of water pollution on genetic and environmental factors of organisms.</li> <li>-define criteria and constraints of a design problem</li> <li>-construct a water filter to solve a design problem</li> </ul>	<ul style="list-style-type: none"> <li>-animals behaviors</li> <li><b>-(Types of animal behaviors)</b></li> <li>-nest building</li> <li>-herding</li> <li>-vocalization</li> <li>-nectar</li> <li>-pollen</li> <li>-color/camouflage</li> <li>-mimicry</li> <li>-migration</li> <li>-immigration</li> <li>-emigration</li> <li>-limiting factors</li> <li>-carrying capacity</li> <li>-genetic factors</li> <li>-filtration</li> <li>-pollution</li> <li>-pH</li> </ul>	<p><b>-Student Choice Research Project (Adaptations that Affect Reproduction)</b></p> <p>Ex: Why is the male cardinal more colorful? Pitcher plant? Why do birds build nests? Why do they herd? Why do the big horn sheep compete? Why are plants colorful?</p> <p><b>-Experimental Design</b></p> <p>Students design and collect data on a question- (Does fertilizer/light/amount of water/position affect plant growth?</p> <p><b>How do human choices impact genetic and environmental factors?</b></p> <p>-Design Problem (Put a Cap on Water Pollution) - Students design a water filtration system.</p>	<ul style="list-style-type: none"> <li>-Animal/Plant Research Findings</li> <li>-Experimental Design Report</li> <li>-Pollution Research</li> <li>-Water Filtration Design System</li> </ul>
Week 10			
I can's	Vocabulary	Suggested Activities/Resources	Assessment
Week 11			
I can's	Vocabulary	Suggested Activities/Resources	Assessment
Week 12			



<b>I can's</b>	<b>Vocabulary</b>	<b>Suggested Activities/Resources</b>	<b>Assessment</b>

MS. Matter and Energy in Organisms ...	Weeks 13-16
Standards	ELA/Literacy Connections
<p><b>LS1-6</b>  <b>Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.</b></p> <p><b>LS1-7</b>  <b>Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.</b></p>	<p><b>RST.6-8.1</b>  Cite specific textual evidence to support analysis of science and technical texts. (07-LS1-6),(06-LS2-1),(08-LS2-4)</p> <p><b>RST.6-8.2</b>  Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (07-LS1-6)</p> <p><b>WHST.6-8.2</b>  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (07-LS1-6)</p> <p><b>WHST.6-8.9</b>  Draw evidence from informational texts to support analysis, reflection, and research. (07-LS1-6),(08-LS2-4)</p> <p><b>SL.8.5</b>  Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (07-LS1-7),(06-LS2-3)</p>
Disciplinary Core Ideas	Math
	Cross Cutting Concepts

	<b>Week 13</b>		
<b>I can's</b>	<b>Vocabulary</b>	<b>Suggested Activities/Resources</b>	<b>Assessment</b>
	<b>Week 14</b>		
<b>I can's</b>	<b>Vocabulary</b>	<b>Suggested Activities/Resources</b>	<b>Assessment</b>
	<b>Week 15</b>		
<b>I can's</b>	<b>Vocabulary</b>	<b>Suggested Activities/Resources</b>	<b>Assessment</b>
	<b>Week 16</b>		
<b>I can's</b>	<b>Vocabulary</b>	<b>Suggested Activities/Resources</b>	<b>Assessment</b>

<b>MS. Waves &amp; Electromagnetic Radiation</b>	<b>Weeks 17-20</b>
<b>Standards</b>	<b>ELA/Literacy Connections</b>
<p><b>PS4-1</b> Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.</p> <p><b>PS4-2</b> Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.</p> <p><b>PS4-3</b> Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.</p>	
<b>Disciplinary Core Ideas</b>	<b>Math</b>
	<b>Cross Cutting Concepts</b>

	<b>Week 17</b>		
<b>I can's</b>	<b>Vocabulary</b>	<b>Suggested Activities/Resources</b>	<b>Assessment</b>
	<b>Week 18</b>		
<b>I can's</b>	<b>Vocabulary</b>	<b>Suggested Activities/Resources</b>	<b>Assessment</b>
	<b>Week 19</b>		
<b>I can's</b>	<b>Vocabulary</b>	<b>Suggested Activities/Resources</b>	<b>Assessment</b>
	<b>Week 20</b>		
<b>I can's</b>	<b>Vocabulary</b>	<b>Suggested Activities/Resources</b>	<b>Assessment</b>

MS. Energy	Weeks 21-24
Standards	ELA/Literacy Connections
<p><b>PS3-2</b>  <b>Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.*</b>  <b>Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.</b>  <b>Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.</b></p>	
Disciplinary Core Ideas	Math

	<b>Cross Cutting Concepts</b>

	<b>Week 21</b>		
<b>I can's</b>	<b>Vocabulary</b>	<b>Suggested Activities/Resources</b>	<b>Assessment</b>
	<b>Week 22</b>		
<b>I can's</b>	<b>Vocabulary</b>	<b>Suggested Activities/Resources</b>	<b>Assessment</b>
	<b>Week 23</b>		
<b>I can's</b>	<b>Vocabulary</b>	<b>Suggested Activities/Resources</b>	<b>Assessment</b>
	<b>Week 24</b>		
<b>I can's</b>	<b>Vocabulary</b>	<b>Suggested Activities/Resources</b>	<b>Assessment</b>

MS. Force and Interactions	Weeks 25-28
Standards	ELA/Literacy Connections
<p><b>PS2-3</b> Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.</p> <p><b>PS2-4</b> Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.</p> <p><b>PS2-5</b> Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.</p>	
Disciplinary Core Ideas	Math
	Cross Cutting Concepts



	<b>Week 25</b>		
<b>I can's</b>	<b>Vocabulary</b>	<b>Suggested Activities/Resources</b>	<b>Assessment</b>
	<b>Week 26</b>		
<b>I can's</b>	<b>Vocabulary</b>	<b>Suggested Activities/Resources</b>	<b>Assessment</b>
	<b>Week 27</b>		
<b>I can's</b>	<b>Vocabulary</b>	<b>Suggested Activities/Resources</b>	<b>Assessment</b>
	<b>Week 28</b>		
<b>I can's</b>	<b>Vocabulary</b>	<b>Suggested Activities/Resources</b>	<b>Assessment</b>

<b>MS. Engineering Design</b>	<b>Weeks 29-32</b>
<b>Standards</b>	<b>ELA/Literacy Connections</b>
<p><b>ETS1-1</b>  Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.</p> <p><b>ETS1-2</b>  Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem</p> <p><b>ETS1-3</b>  Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.</p> <p><b>ETS1-4</b>  Develop a model to generate data for</p>	

iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.	
Disciplinary Core Ideas	Math
	Cross Cutting Concepts

<b>Week 29</b>			
I can's	Vocabulary	Suggested Activities/Resources	Assessment
<b>Week 30</b>			
I can's	Vocabulary	Suggested Activities/Resources	Assessment
<b>Week 31</b>			
I can's	Vocabulary	Suggested Activities/Resources	Assessment
<b>Week 32</b>			
I can's	Vocabulary	Suggested Activities/Resources	Assessment