DEMS Virtual Learning Plan

Grade 7 Math / Science

20-21, Trimester 2, January 24					
	Sunday	Monday	Tuesday	Wednesday	Thursday
Math	**Goal :** Simplify expressions by combining like terms and using the distributive property and properties of operations **Targets :** **7.EE.A.1**: Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. **Activities :** 1. Look for and make use of structure in expressions 2. Analyze incorrect answers to highlight and correct misconceptions. 3. Simplify expressions involving adding, subtracting, and expanding expressions with rational numbers.	**Goal :** Simplify expressions by combining like terms and using the distributive property and properties of operations **Targets :** **7.EE.A.1**: Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. **Activities :** 1. Look for and make use of structure in expressions 2. Analyze student work to understand different approaches in simplifying expressions and to identify mistakes. 3. Simplify expressions involving adding, subtracting, and expanding expressions with rational numbers.	**Goal :** Write and interpret expressions in different ways to shed new meaning in a context. **Targets :** **7.EE.A.1**: Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. **Activities :** 1. Write multiple equivalent expressions to represent a situation. 2. Interpret each expression as it relates to the situation. 3. Understand how different expressions are interpreted differently in a situation.	**Goal :** Write and interpret expressions in different ways to shed new meaning in a context. **Targets :** **7.EE.A.1**: Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. **Activities :** 1. Write multiple equivalent expressions to represent a situation. 2. Interpret each expression as it relates to the situation. 3. Understand how different expressions are interpreted differently in a situation.	**Scorpion Day**

Science	**Goal :** Investigate food data from the mouth to the large intestine and determine that (1) most of the molecules are gone by the time they reach the large intestine, and only fiber and water remain (2) M'Kenna has other molecules in her large intestine. We examine poop data to confirm what molecules should be expected. **Targets :** **MS-LS1-3:** Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. **Activities :** ● Look at data from stool samples of M'Kenna and a healthy person ● Look at images of molecules and analyze why they change in the digestive system	**Goal :** Investigate food data from the mouth to the large intestine and determine that (1) most of the molecules are gone by the time they reach the large intestine, and only fiber and water remain (2) M'Kenna has other molecules in her large intestine. We examine poop data to confirm what molecules should be expected. **Targets :** **MS-LS1-3:** Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. **Activities :** ● Discuss data and what it means ● What do we still need to find out?	**Goal :** Make observations about what happens to complex carbohydrates, other than fiber, in the mouth. We analyze data from a graham cracker noting how the complex carbohydrates and glucose change in the mouth. **Targets :** **MS-LS1-3:** Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. **Activities :** ● Read What is Spit? ● Observe what happens to Graham Cracker in your mouth	**Goal :** Notice that glucose molecules look like smaller pieces of complex carbohydrates. Plan and conduct an investigation to determine whether complex carbohydrates, other than fiber, undergo a chemical reaction when mixed with a substance in saliva to produce glucose. **Targets :** **MS-LS1-3:** Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. **Activities :** ● Analyze data about food in the mouth ● How do the molecules change? Is there a chemical reaction happening in the mouth?	

Google Meet	**7 BLUE** **Morning Meeting (ALL):** Time : 8-8:30 **Instruction / Small Group Appointments** Team : All Time : 8:30-9:15 Goal : Simplify expressions by combining like terms and using the distributive property and properties of operations **7 GOLD** **Morning Meeting (ALL):** Time : 8-8:30 **Instruction / Small Group Appointments** Team : All Time : 9:15-10 Goal : Simplify expressions by combining like terms and using the distributive property and properties of operations **7 WHITE** **Morning Meeting (ALL):** Time : 8-8:30 **Instruction / Small Group Appointments** Team : All	**7 BLUE** **Morning Meeting (ALL):** Time : 8-8:30 **Instruction / Small Group Appointments** Team : All Time : 12:30-1:15 Goal : Investigate food data from the mouth to the large intestine and determine that (1) most of the molecules are gone by the time they reach the large intestine, and only fiber and water remain (2) M'Kenna has other molecules in her large intestine. We examine poop data to confirm what molecules should be expected. **7 GOLD** **Morning Meeting (ALL):** Time : 8-8:30 **Instruction / Small Group Appointments** Team : All Time : 12:30-1:15 Goal : Investigate food data from the mouth to the large intestine and determine that (1) most of the molecules are gone by the time they	**7 BLUE** **Morning Meeting (ALL):** Time : 8-8:30 **Instruction / Small Group Appointments** Team : All Time : 8:30-9:15 Goal : Write and interpret expressions in different ways to shed new meaning in a context. **7 GOLD** **Morning Meeting (ALL):** Time : 8-8:30 **Instruction / Small Group Appointments** Team : All Time : 9:15-10 Goal : Write and interpret expressions in different ways to shed new meaning in a context. **7 WHITE** **Morning Meeting (ALL):** Time : 8-8:30 **Instruction / Small Group Appointments** Team : All	**7 BLUE** **Morning Meeting (ALL):** Time : 8-8:30 **Instruction / Small Group Appointments** Team : All Time : 12:30-1:15 Goal : Notice that glucose molecules look like smaller pieces of complex carbohydrates. Plan and conduct an investigation to determine whether complex carbohydrates, other than fiber, undergo a chemical reaction when mixed with a substance in saliva to produce glucose. **7 GOLD** **Morning Meeting (ALL):** Time : 8-8:30 **Instruction / Small Group Appointments** Team : All Time : 12:30-1:15 Goal : Notice that glucose molecules look like smaller pieces of complex carbohydrates. Plan and conduct an investigation to determine whether complex carbohydrates, other than fiber, undergo a chemical reaction when mixed with a	

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Optional Extension Activities and Resources	