



DEMS Virtual Learning Plan

Grade 7 Math / Science

20-21, Trimester 2, March 7					
	Sunday	Monday	Tuesday Trimester 2 ends	Wednesday Trimester 3 begins	Thursday
Math	Goal : Solve and graph one-step inequalities. Targets : 7.EE.B.4.B – Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. Activities : 1. Understand that inequalities have infinitely many solutions compared to equations. 2. Understand that a solution to an inequality creates a true statement when the value is substituted into the inequality.	Goal : Write and solve inequalities in the forms $px + q > r$ Targets : 7.EE.B.4.B – Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. Activities : 1. Understand how a graph represents the solutions to an inequality. 2. Write and solve one-step inequalities. 3. Draw a number line to graphically represent the solutions to an inequality.	Goal : Solve inequalities with negative coefficients. Model with inequalities. Targets : 7.EE.B.4.B – Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. Activities : 1. Understand that solving a corresponding equation to an inequality will give the value for the variable where the solutions begin; 2. Understand that in solving an inequality with a negative coefficient, the variable term can be added to both sides and solved with a positive coefficient;	Goal : Solve word problems leading to inequalities in the forms $px + q > r$ Targets : 7.EE.B.4.B – Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. Activities : 1. Write inequalities to represent real-world situations. 2. Solve inequalities and interpret solutions in context.	Scorpion Day

Science	<u>Goal :</u> Observe an investigation and its results to produce data as evidence to determine whether hydroponic plant food contains food molecules as inputs. <u>Targets :</u> MS-LS1-6: 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. <u>Activities :</u> - Analyze results from investigation - Explain why HPF is not the source of food molecules in plants.	<u>Goal :</u> Engage in argument from evidence to support or refute possible inputs of where plants get their food molecules from, such as hydroponic plant food or soil. <u>Targets :</u> MS-LS1-6: 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. <u>Activities :</u> - What are some other candidates for food molecules - recall what students know about light to see if light is a possible source of food molecules for the plant.	<u>Goal :</u> Construct an explanation by applying scientific reasoning to show why data found in images and charts show patterns that parts of inputs could be the source of food molecules in a plant. <u>Targets :</u> MS-LS1-6: 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. <u>Activities :</u> - Analyze the composition of air to look for food molecules. - Look for patterns between Food Molecule Cards and Composition of Air	<u>Goal :</u> Construct an explanation by applying scientific reasoning to show why data found in images and charts show patterns that parts of inputs could be the source of food molecules in a plant. <u>Targets :</u> MS-LS1-6: 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. <u>Activities :</u> Share out what they figured out about air in a whole-class discussion.	
Google Meet	7 BLUE Morning Meeting (ALL): <u>Time :</u> 8-8:30 Instruction / Small Group Appointments <u>Team :</u> All	7 BLUE Morning Meeting (ALL): <u>Time :</u> 8-8:30 Instruction / Small Group Appointments <u>Team :</u> All	7 BLUE Morning Meeting (ALL): <u>Time :</u> 8-8:30 Instruction / Small Group Appointments <u>Team :</u> All <u>Time :</u> 8:30-9:15 <u>Goal :</u>	7 BLUE Morning Meeting (ALL): <u>Time :</u> 8-8:30 Instruction / Small Group Appointments <u>Team :</u> All	

	<u>Time :</u> 8:30-9:15 <u>Goal :</u> Solve and graph one-step inequalities. 7 GOLD Morning Meeting (ALL): <u>Time :</u> 8-8:30 Instruction / Small Group Appointments <u>Team :</u> All <u>Time :</u> 9:15-10 <u>Goal :</u> Solve and graph one-step inequalities. 7 WHITE Morning Meeting (ALL): <u>Time :</u> 8-8:30 Instruction / Small Group Appointments <u>Team :</u> All <u>Time :</u> 8:30-9:15 <u>Goal :</u> Solve and graph one-step inequalities. 7 GREEN Morning Meeting (ALL): <u>Time :</u> 8-8:30 Instruction / Small Group Appointments <u>Team :</u> All <u>Time :</u> 9:15-10 <u>Goal :</u> Solve and graph one-step inequalities.	<u>Time :</u> 12:30-1:15 <u>Goal :</u> Engage in argument from evidence to support or refute possible inputs of where plants get their food molecules from, such as hydroponic plant food or soil. 7 GOLD Morning Meeting (ALL): <u>Time :</u> 8-8:30 Instruction / Small Group Appointments <u>Team :</u> All <u>Time :</u> 12:30-1:15 <u>Goal :</u> Engage in argument from evidence to support or refute possible inputs of where plants get their food molecules from, such as hydroponic plant food or soil. 7 WHITE Morning Meeting (ALL): <u>Time :</u> 8-8:30 Instruction / Small Group Appointments <u>Team :</u> All <u>Time :</u> 1:15-2 <u>Goal :</u> Engage in argument from evidence to support or refute	Solve inequalities with negative coefficients. Model with inequalities. 7 GOLD Morning Meeting (ALL): <u>Time :</u> 8-8:30 Instruction / Small Group Appointments <u>Team :</u> All <u>Time :</u> 9:15-10 <u>Goal :</u> Solve inequalities with negative coefficients. Model with inequalities. 7 WHITE Morning Meeting (ALL): <u>Time :</u> 8-8:30 Instruction / Small Group Appointments <u>Team :</u> All <u>Time :</u> 8:30-9:15 <u>Goal :</u> Solve inequalities with negative coefficients. Model with inequalities. 7 GREEN Morning Meeting (ALL): <u>Time :</u> 8-8:30 Instruction / Small Group Appointments <u>Team :</u> All	<u>Time :</u> 12:30-1:15 <u>Goal :</u> Construct an explanation by applying scientific reasoning to show why data found in images and charts show patterns that parts of inputs could be the source of food molecules in a plant. 7 GOLD Morning Meeting (ALL): <u>Time :</u> 8-8:30 Instruction / Small Group Appointments <u>Team :</u> All <u>Time :</u> 12:30-1:15 <u>Goal :</u> Construct an explanation by applying scientific reasoning to show why data found in images and charts show patterns that parts of inputs could be the source of food molecules in a plant. 7 WHITE Morning Meeting (ALL): <u>Time :</u> 8-8:30 Instruction / Small Group Appointments <u>Team :</u> All <u>Time :</u> 1:15-2 <u>Goal :</u> Construct an explanation by applying scientific	
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	Closing Circle & Office Hours: <u>Time :</u> 2-2:30	possible inputs of where plants get their food molecules from, such as hydroponic plant food or soil. 7 GREEN Morning Meeting (ALL): <u>Time :</u> 8-8:30 Instruction / Small Group Appointments <u>Team :</u> All <u>Time :</u> 1:15-2 <u>Goal :</u> Engage in argument from evidence to support or refute possible inputs of where plants get their food molecules from, such as hydroponic plant food or soil. Closing Circle & Office Hours: <u>Time :</u> 2-2:30	<u>Time :</u> 9:15-10 <u>Goal :</u> Solve inequalities with negative coefficients. Model with inequalities. Closing Circle & Office Hours: <u>Time :</u> 2-2:30	reasoning to show why data found in images and charts show patterns that parts of inputs could be the source of food molecules in a plant. 7 GREEN Morning Meeting (ALL): <u>Time :</u> 8-8:30 Instruction / Small Group Appointments <u>Team :</u> All <u>Time :</u> 1:15-2 <u>Goal :</u> Construct an explanation by applying scientific reasoning to show why data found in images and charts show patterns that parts of inputs could be the source of food molecules in a plant. Closing Circle & Office Hours: <u>Time :</u> 2-2:30	
Optional Extension Activities and Resources					