

# 8 Science Unit 1: Cells & Genetics

Content Area: **Science**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **9 Weeks**  
Status: **Published**

## Unit Overview

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### Traits

The island of Madagascar has plants and animals that exist nowhere else on the planet. Plan an eco-tour, highlighting how the unique physical and behavioral traits of these organisms have helped them survive.

### Bodies

Everyday, people all over the world get sick. Sometimes they recover; sometimes they don't. Like a doctor, use evidence from medical charts, test results, and medical fact sheets to "diagnose" problems four patients are experiencing.

### Cells

Some scientists believe they are on the verge of creating life itself. Work as a technician in a biology lab to create a model of a synthetic animal or plant cell. Then, devise a test to determine if synthetic organisms are really alive.

### Genes

Coral reefs around the world are threatened by rising ocean temperatures. Working as an official at a National Park, you'll use your understanding of genes and inheritance to devise a management plan to save local coral reefs.

### Changes in Genes

Organisms' traits can be altered when their genes are changed by mutations or genetic engineering. Critique articles about mutations and genetic engineering by assessing the reliability of each article's source.

## Standards

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### Science and Engineering Practices

- Analyzing and Interpreting Data
- Asking Questions and Defining Problems
- Constructing Explanations and Designing Solutions
- Developing and Using Models
- Engaging in Argument from Evidence
- Obtaining, Evaluating, and Communicating Information
- Planning and Carrying Out Investigations
- Using Mathematics and Computational Thinking

## Crosscutting Concepts

- Cause and Effect
- Patterns
- Scale, Proportion, and Quantity
- Stability and Change
- Structure and Function
- Systems and System Models

SCI.MS-ETS1-2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
SCI.MS-ETS1-1	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.
SCI.MS-ETS1-4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.
SCI.MS-ETS1-3	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.
SCI.MS-LS1-4	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.
SCI.MS-LS1-1	Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.
SCI.MS-LS1-3	Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
SCI.MS-LS3-2	Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.
SCI.MS-LS4-5	Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.
SCI.MS-LS3-1	Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
SCI.MS-LS1-2	Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.

## Materials

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## Core Materials:

- TCI Cells & Genetics Text and Online Resources
  - Traits
  - Bodies
  - Cells
  - Genes
  - Changes in Genes
- Teacher Created Labs

## Supplemental Materials:

- [Gizmos](#)
- [BrainPop resources](#)
- [GRC Lessons](#)
- [Nearpod Activities](#)

## Technology

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CS.6-8.8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
CS.6-8.8.2.8.ED.2	Identify the steps in the design process that could be used to solve a problem.
CS.6-8.8.2.8.ED.3	Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).
TECH.9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
TECH.9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.

## Evidence of Learning/Assessment

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### Formative Assessment

- Teacher Observation
- Quizzes
- Exit Tickets
- Labs

### Summative Assessment

- Unit Tests
- Benchmark Tests
- Alternative Assessments: Performance Tasks & Projects

## **Accommodations & Modifications**

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### **Special Education**

*Follow IEP Plan which may contain some of the following examples...*

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Study Guides
- Limit number of questions
- Scribe
- Newsela leveled reading passages

### **504**

*Follow 504 Plan which may contain some of the following examples...*

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Study Guides
- Limit number of questions
- Scribe

### **ELL**

- Translation device/dictionary
- In class/pull out support with ESL teacher
- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

- Study Guides
- Limit number of questions
- Scribe

### **At-risk of Failure**

- Extra time during intervention
- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Study Guides
- Limit number of questions
- Scribe

### **Gifted & Talented**

- Independent projects
- STEM Projects

## **Interdisciplinary Connections**

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### **Connections to NJSLS - English Language Arts**

#### **Reading**

RI.8.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.8.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. RI.6.8. 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.

RI.8.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

#### **Writing**

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

### **Connections to NJSLS - Mathematics**

## **Math Practices**

Make sense of problems and persevere in solving them.

Construct viable arguments and critique the reasoning of others.

Use appropriate tools strategically.

## **Career Readiness, Life Literacies, and Key Skills**

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TECH.9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
TECH.9.4.8.TL.1	Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.
TECH.9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
TECH.9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

## **Career Ready Practices**

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- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence