October 1A- Gr. 8 : Cell Theory

Content Area: **Science**
Course(s):
Time Period: **October**
Length: **6 Weeks**
Status: **Published**

Unit Overview

Cells are the most basic unit of living things. In this concept, you will learn about cell theory as it relates to prokaryotic and eukaryotic cells.

Enduring Understandings

Lesson Objectives

By the end of the lesson, students should be able to:

- Describe the three tenets of the cell theory.
- Describe evidence supporting the cell theory.
- Use scientific tools to gather evidence in support of the cell theory.
- Explain how both simple and complex organisms are composed of cells that perform essential functions.
- Recognize the importance of microscopy in the discovery of cells.

Essential Questions

- **Overarching Question**
    - How do organisms live, grow, respond to their environment, and reproduce?
- **Focus Question**
    - How do the structures of organisms enable life's functions?
- **Lesson Questions**
    - What evidence supports the cell theory?
    - How are cells' structures related to their functions?
    - How do cells relate to the structures of simple and complex organisms?

- **Can You Explain?**
    - What is the cell theory and how does it help to understand the structure and function of organisms?

Instructional Strategies & Learning Activities

Science 8th grade
Cell Theory
Objective(s)
Students will know the three tenets of the Cell Theory and how the work of Hooke, Leeuwenhook. Schielden, Shwann and Virchow all contributed to our understanding of how cells support life.

Goal(s) Students will be able to understand, describe and demonstrate the first two tenets of the Cell theory. By using a microscope and various and differentiated samples, they will understand how and why cells are the basic unit of structure and function in all organisms.

Procedures- Students will read, discuss and answer questions in the Cells packet and discuss among themselves evidence gathered through discovery labs, the meaning of the tenets of the Cell Theory and its impact on our understanding of biology.

Assessment

class discussion
review assignments
quizzes
tests
projects/ labs

Differentiation

Change the Pace:

pre-testing

curriculum compacting

tiered activities (start with more difficult activities and skip the easier ones)

independent study

learning centers (skip centers that student has mastered)

Change the Delivery/Content:

mini-lessons for small groups

use different resources (higher level books, higher level response questions, open ended questions/problems…)

curriculum compacting

independent study

open-ended questions

teacher conferences

reading journals

Change the Product:

choice boards or Tic Tack Toe menus

student choice options

game creation

technology-based products/presentations

Change the Process - Add Depth:

tiered activities

open-ended activities

higher-level questions

student experts

increase complexity, decrease structure

Three Dimensional Cell Model Project

Objective(s)
Student will construct a model of a hybrid plant cell. The model will depict organelles which perform very specific functions in order to keep the cell viable. The students will be given a rubric and project sheet which explains criteria and point values for the various parts of the project.

Goal(s)

Students will learn the functions of the organelles and how the cell is then able to perform is function within the tissue layer in which it resides.

Procedures
Students will use the project sheet as a guide as well as class notes and their study and review packet.

Course Material TCI Bring Science Alive- Cells and Genetics- Unit 7 Parts of Cells
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review of assignments
quizzes
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Change the Process - Add Breadth:

choice boards or Tic Tack Toe menus

interdisciplinary units

Integration of Career Readiness, Life Literacies and Key Skills

Students will work in small groups or partnerships to conduct investigations, build models or prototypes and present findings.

9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH,

	6.1.8.CivicsPD.2).
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
	Multiple solutions often exist to solve a problem.
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
9.2.8.CAP.11	Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

Technology and Design Integration

Students will utilize personal computers, microscopes, stereoscopes and other scientific equipment

	Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem.
8.1.8.CS.4	Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.
	People use digital devices and tools to automate the collection, use, and transformation of data. The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
	Data is represented in many formats. Software tools translate the low-level representation

	of bits into a form understandable by individuals. Data is organized and accessible based on the application used to store it.
8.2.8.ED.5	Explain the need for optimization in a design process.
8.2.8.ED.6	Analyze how trade-offs can impact the design of a product.

Interdisciplinary Connections

LA.RST.6-8	Reading Science and Technical Subjects
LA.RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.
LA.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
LA.RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
LA.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
LA.RST.6-8.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
LA.RST.6-8.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
LA.RST.6-8.7	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).
LA.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LA.RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
LA.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LA.RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
LA.RST.6-8.10	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.
LA.RI.8.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.WHST.6-8	Writing History, Science and Technical Subjects
LA.WHST.6-8.1	Write arguments focused on discipline-specific content.
LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.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.

LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LA.WHST.6-8.7	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.
LA.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.6-8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.W.8.7	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.
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Differentiation

Struggling Students

1. Have students create a table with three columns. At the top of each column, ask them to write one of the tenets of the cell theory. Then, have students find evidence for each.
2. Confirm that students understand that the cell is the basic unit of living things, and that an individual cell must be able to carry on all life functions. Ask students

ELL

1. Encourage students to demonstrate their understanding by drawing concepts. For example, they can draw different types of cells from different types of organisms.
2. Remind students that a suffix is a letter or group of letters added to the end of a root word to change its meaning. Write the word *organelle* and underline the suffix-*elle*. Tell students that this suffix means small. The structures known as

Accelerated Students

1. Have students identify other sources for making slides (plants, cheeks, paper, etc.) and then use those sources to make slides. Before they make a slide, discuss what they expect to see. In cases where they are not making slides of living things, be sure that they understand that they will not see cells.
2. Challenge students to create a model of a cell using simple materials. Tell them to include a key that names

to create a small poster that shows a cell and describes all of the functions of living things.	organelles were give this name because they perform specific functions like body organs, but they are much smaller because they are inside of individual cells. Encourage students to use suffixes to determine the meanings of unfamiliar words.	each organelle.

Differentiation in science can be accomplished in several ways. Once you have given a pre-test to students, you know what information has already been mastered and what they still need to work on. Next, you design activities, discussions, lectures, and so on to teach information to students. The best way is to have two or three groups of students divided by ability level.

While you are instructing one group, the other groups are working on activities to further their knowledge of the concepts. For example, while you are helping one group learn the planet names in order, another group is researching climate, size, and distance from the moon of each planet. Then the groups switch, and you instruct the second group on another objective from the space unit. The first group practices writing the order of the planets and drawing a diagram of them.

Here are some ideas for the classroom when you are using differentiation in science:

- Create a tic-tac-toe board that lists different activities at different ability levels. When students aren't involved in direct instruction with you, they can work on activities from their tic-tac-toe board. These boards have nine squares, like a tic-tac-toe board; and each square lists an activity that corresponds with the science unit. For example, one solar system activity for advanced science students might be to create a power point presentation about eclipses. For beginning students, an activity might be to make a poster for one of the planets and include important data such as size, order from the sun, whether it has moons, and so on.

- Find websites on the current science unit that students can explore on their own.

- Allow students to work in small groups to create a project throughout the entire unit. For example, one group might create a solar system model to scale. Another group might write a play about the solar system. This is an activity these groups can work on while they are not working directly with you.

Differentiation in science gets students excited to learn because it challenges them to expand their knowledge and skills, instead of teaching the whole group concepts they have already mastered

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

In addition to differentiated instruction, IEP's and 504 accommocations will be utilized.

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Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Benchmark assessments will be given at the beginning and end of unit.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

See assessments located in links above.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

See assessments located in links above.

Instructional Materials

See materials located in links above.

Discovery Techbook

Teacher made materials

Additional labs are available through NJCTL on-line curriculum

Standards

MS-LS1	From Molecules to Organisms: Structures and Processes
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.
	Emphasis is on the cell functioning as a whole system and the primary role of identified parts of the cell, specifically the nucleus, chloroplasts, mitochondria, cell membrane, and cell wall.
	Assessment of organelle structure/function relationships is limited to the cell wall and cell membrane. Assessment of the function of the other organelles is limited to their relationship to the whole cell. Assessment does not include the biochemical function of cells or cell parts.
	Developing and Using Models
	Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.
	Develop and use a model to describe phenomena.
LS1.A	Structure and Function
	Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell.

	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 structures/systems can be analyzed to determine how they function.
MS-LS1-3	Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. Emphasis is on the conceptual understanding that cells form tissues and tissues form organs specialized for particular body functions. Examples could include the interaction of subsystems within a system and the normal functioning of those systems.
LS1.A	Structure and Function