

# Oct. Gr. 8: Unit 1C: Cellular Respiration

Content Area: **Science**  
Course(s):  
Time Period: **October**  
Length: **2 Weeks**  
Status: **Published**

## Unit Overview

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The reason you eat and breathe is because your cells need nutrients so they can make energy. In this concept, you will learn how your body uses cellular respiration to make energy.

## Enduring Understandings

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### Lesson Objectives

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

- Describe the importance of the reactants and products of cellular respiration.
- Differentiate respiration (breathing) from cellular respiration.
- Explain why cellular respiration is critical for survival.

## Essential Questions

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- **Overarching Question**

- How do organisms live, grow, respond to their environment, and reproduce?

- **Focus Questions**

- How do organisms obtain and use the matter and energy they need to live and grow?
- How do food and fuel provide energy?
- If energy is conserved, why do people say it is produced or used?

- **Lesson Questions**

- Why is cellular respiration important?
- How are the reactants and products of cellular respiration used and produced?
- How do the processes involved in cellular respiration differ?

- **Can You Explain?**

- How is cellular respiration different from respiration (breathing), and how does it enable an organism to survive?

## **Instructional Strategies & Learning Activities**

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- [The Five E Instructional Model](#)

Science Techbook follows the 5E instructional model. As you plan your lesson, the provided Model Lesson includes strategies for each of the 5Es.

- [Engage \(45–90 minutes\)](#)

Students are presented with the phenomenon of energy and where energy comes from for plants and animals. They relate cellular respiration to what they already understand about photosynthesis. Students begin to formulate ideas around the Can You Explain

- [Explore \(90 minutes\)](#)

Students form connections between cellular respiration and other systems. They investigate questions about inputs and outputs in the digestive and respiratory systems. Students complete an Exploration about cellular respiration.

- [Explain \(45–90 minutes\)](#)

Students construct scientific explanations to the CYE question by including evidence of how cellular respiration differs from respiration (breathing) and how it relates to organism survival.

- [Elaborate with STEM \(45–135 minutes\)](#)

Students apply their understanding of cellular respiration as they learn that cellular respiration is a quantifiable process and determine the connection between cellular respiration and photosynthesis.

- [Evaluate \(45–90 minutes\)](#)

Students are evaluated on the state science standards, as well as Standards in ELA/Literacy and Standards in Math standards, using Board Builder and the provided concept summative assessments.

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

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

An individual's strengths, lifestyle goals, choices, and interests affect employment and income.

Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.

Multiple solutions often exist to solve a problem.

WRK.9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
TECH.9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
TECH.9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
WRK.9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
WRK.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.
TECH.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).
WRK.9.2.8.CAP	Career Awareness and Planning
WRK.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.
	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
TECH.9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
TECH.9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
TECH.9.4.8.DC.1	Analyze the resource citations in online materials for proper use.

## Technology Integration

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Technology is fully integrated using Discovery Techbook.

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.

CS.6-8.8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
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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.

CS.6-8.8.1.8.CS.4

Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.

## Interdisciplinary Connections

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

## Differentiation

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### Struggling Students

1. Using a two-column chart, ask students to compare and contrast respiration and cellular respiration.
2. Provide students with an image of fermentation and glycolysis on the whiteboard. Leave these images up throughout the videos to give students a visual while they are filling in their Venn diagrams.

### ELL

1. Assist students in identifying familiar prefixes and/or words within words for each glossary term (for example, *niche* is from the Latin word *nicher*, which means “to create a nest”).
2. Encourage students to demonstrate their understanding by drawing concepts. For example, they can create their own models of

### Accelerated Students

1. Have students do library or Internet research to learn more about fermentation and glycolysis.
2. Allow students to use Board Builder to develop their Scientific Explanations about fermentation and

cellular respiration and fermentation.

cellular respiration.  
3. Using their previous knowledge of chemical reactions, ask students to brainstorm more everyday uses of chemical reactions.

[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**

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

**Modifications and Accommodations used in this unit:**

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

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## **Formative Assessments**

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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**

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**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**

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See materials located in links above.

Discovery Techbook

Teacher made materials

Additional labs are available through NJCTL on-line curriculum

## Standards

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SCI.MS-LS1

From Molecules to Organisms: Structures and Processes

SCI.MS.PS3.D

Energy in Chemical Processes and Everyday Life

SCI.MS-LS1-7

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.

Cellular respiration in plants and animals involve chemical reactions with oxygen that release stored energy. In these processes, complex molecules containing carbon react with oxygen to produce carbon dioxide and other materials.