

Jan. 2D Gr.8: Sexual Reproduction

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

Unit Overview

Some organisms can break bits off themselves to form new individuals with the exact same genes. This concept will show you how mammals and other species produce offspring through sexual reproduction.

Enduring Understandings

Lesson Objectives

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

- Describe the process of sexual reproduction on a cellular level.
- Explain the difference between gametes and other (somatic) cells.
- Explain why sexual reproduction results in genetic diversity.
- Explain how characteristics and behaviors can make animals more likely to mate.
- Describe the process of pollination.
- Describe how various features of a flower assist pollination.
- Explain how animals and the environment can affect pollination.

Essential Questions

- **Overarching Questions**

- How are characteristics of one generation passed to the next?
- How can individuals of the same species and even siblings have different characteristics?

- **Focus Question**

- Why do individuals of the same species vary in how they look, function, and behave?

- **Lesson Questions**

- How can sexual reproduction affect individuals and populations?
- In what ways have animals adapted to reproduce sexually?

- How does the sexual reproduction of plants differ from that of animals?
- **Can You Explain?**
 - What are the benefits of sexual reproduction for plant and animal species?

Instructional Strategies & Learning Activities

- [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 concept of sexual reproduction in both plant and animal species. Students begin to formulate ideas around the Can You Explain? (CYE) question.

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

Students investigate questions about how sexual reproduction can affect individuals and populations. Students complete a Hands-On Lab to study hereditary traits.

- [Explain \(45–90 minutes\)](#)

Students construct scientific explanations to the CYE question by including evidence of how traits are passed down from parents to offspring during sexual reproduction.

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

Students apply their understanding of sexual reproduction as they learn about animal breeding, the passing on of hereditary traits, and consider what makes a good pollinator.

- [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

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

WRK.9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
WRK.9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
WRK.9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
WRK.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.
WRK.9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
TECH.9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
TECH.9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
TECH.9.4.8.GCA	Global and Cultural Awareness
TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
TECH.9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
TECH.9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information. Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. 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. Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction. An individual's strengths, lifestyle goals, choices, and interests affect employment and income.

Technology and Design Integration

Technology is fully integrated using Discovery Techbook.

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

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.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.8.1 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.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.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.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.
- 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.RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.
- 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.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.WHST.6-8.1.A Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- LA.WHST.6-8.1.B Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- LA.WHST.6-8.1.D Establish and maintain a formal/academic style, approach, and form.
- LA.WHST.6-8.1.E Provide a concluding statement or section that follows from and supports the argument presented.
- LA.WHST.6-8.2.A Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
- LA.WHST.6-8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details,

	quotations, or other information and examples.
LA.WHST.6-8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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.
MA.6.SP.A.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
MA.6.SP.B.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

Differentiation

Struggling Students

1. Provide students with clear examples of gametes.
2. Ask students to identify the roles of sperm and egg cells in reproduction and how they contribute to species diversity.
3. Have students outline their plan to help organize their thoughts before beginning the Virtual Lab. Review their plan to ensure their approach will allow them to reach their goal. Then, review their summary with them to

ELL

1. Encourage students to demonstrate their understanding by drawing the concepts. For example, they can draw the reproductive organs of a flower.
2. Pair students up with more advanced students who can help them through the "[Flower Power](#)" Exploration.
3. Encourage students to use

Accelerated Students

1. Have students create Venn Diagrams to compare sexual reproduction and asexual reproduction as well as sperm and eggs.
2. Tell students that the male is not always larger than the female. Ask students to find examples where the opposite is true and to infer why this might be beneficial to a

check the accuracy of their results.

a thesaurus or descriptive phrases when recording observations during the hands-on activities.

particular species.
3. Using their current knowledge of sexual reproduction, ask them to give differences between fish, mammal, amphibian, and bird sexual reproduction.

[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 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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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:

Pre and post assessments to measure growth.

Formative Assessments

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

SCI.MS.LS1.B	Growth and Development of Organisms
SCI.MS-LS1-5	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
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-LS1	From Molecules to Organisms: Structures and Processes
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-LS3	Heredity: Inheritance and Variation of Traits
	Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring.
	Animals engage in characteristic behaviors that increase the odds of reproduction.
	Genetic factors as well as local conditions affect the growth of the adult plant.
	Plants reproduce in a variety of ways, sometimes depending on animal behavior and specialized features for reproduction.