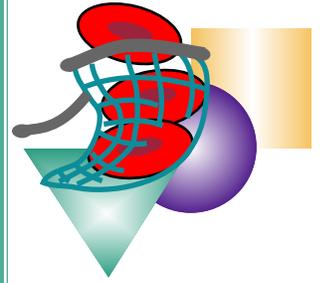


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Relevant TEKS:

6th Grade Science

6.3 Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:

- (C) identify advantages and limitations of models such as size, scale, properties, and materials; and
- (D) relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content.

7th Grade Science

7.3 Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:

- (C) identify advantages and limitations of models such as size, scale, properties, and materials; and
- (D) relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content.

7.12 Organisms and environments. The student knows that living systems at all levels of organization demonstrate the complementary nature of structure and function. The student is expected to:

- (B) identify the main functions of the systems of the human organism, including the circulatory, respiratory, skeletal, muscular, digestive, excretory, reproductive, integumentary, nervous, and endocrine systems;
- (C) recognize levels of organization in plants and animals, including cells, tissues, organs, organ systems, and organisms;
- (F) recognize that according to cell theory all organisms are composed of cells and cells carry on similar functions such as extracting energy from food to sustain life.

8th Grade Science

8.3 Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:

- (C) identify advantages and limitations of models such as size, scale, properties, and materials; and
- (D) relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content.

Biology

Bio 1: Scientific processes. The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:

- (A) demonstrate safe practices during laboratory and field investigations; and
- (B) demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials.

Bio 3: Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

- (F) research and describe the history of biology and contributions of scientists.

Bio 4: Science concepts. The student knows that cells are the basic structures of all living things with specialized parts that perform specific functions and that viruses are different from cells. The student is expected to:

- (B) investigate and explain cellular processes, including homeostasis, energy conversions, transport of molecules, and synthesis of new molecules;

Bio 5: Science concepts. The student knows how an organism grows and the importance of cell differentiation. The student is expected to:

- (B) examine specialized cells, including roots, stems, and leaves of plants; and animal cells such as blood, muscle, and epithelium;

Bio 10: Science concepts. The student knows that biological systems are composed of multiple levels. The student is expected to: describe the interactions that occur among systems that perform the functions of regulation, nutrient absorption, reproduction, and defense from injury or illness in animals;

- (C) analyze the levels of organization in biological systems and relate the levels to each other and to the whole system.

Bio 11: Science concepts. The student knows that biological systems work to achieve and maintain balance. The student is expected to: (A) describe the role of internal feedback mechanisms in the maintenance of homeostasis;

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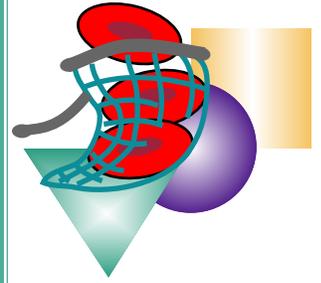


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Chemistry

Chem 1: Scientific processes. The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:

- (B) know specific hazards of chemical substances such as flammability, corrosiveness, and radioactivity as summarized on the Material Safety Data Sheets (MSDS);

Chem 2: Scientific processes. The student uses scientific methods to solve investigative questions. The student is expected to: Scientific processes. The student uses scientific methods to solve investigative questions. The student is expected to:

Chem 4: Science concepts. The student knows the characteristics of matter and can analyze the relationships between chemical and physical changes and properties. The student is expected to: differentiate between physical and chemical changes and properties;

- (D) classify matter as pure substances or mixtures through investigation of their properties.

Chem 10: Science concepts. The student understands and can apply the factors that influence the behavior of solutions. The student is expected to: describe the unique role of water in chemical and biological systems;

- (E) distinguish between types of solutions such as electrolytes and nonelectrolytes and unsaturated, saturated, and supersaturated solutions;
- (F) investigate factors that influence solubilities and rates of dissolution such as temperature, agitation, and surface area;

Anatomy & Physiology

A&P 8: The student explores the body’s transport systems. The student is expected to:

- (A) analyze the physical, chemical, and biological properties of transport systems, including circulatory, respiratory, and excretory;
- (B) determine the factors that alter the normal functions of transport systems; and
- (C) contrast the interactions among the transport systems.

A&P 10: The student investigates structure and function of the human body. The student is expected to:

- (B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems;(viii) transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (e.g., on the contrary, in addition to);
- (B) differentiate between the active and passive voice and know how to use them both; and
- (C) use complete simple and compound sentences with correct subject-verb agreement.

6.20 (A,B,C) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

- (A) use capitalization for: (i) abbreviations; (ii) initials and acronyms; and (iii) organizations;
- (B) recognize and use punctuation marks including: (i) commas in compound sentences; (ii) proper punctuation and spacing for quotations; and (iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements); and
- (C) use proper mechanics including italics and underlining for titles of books.

6.21 (A,B,C) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:

- (A) differentiate between commonly confused terms (e.g., its, it’s; affect, effect);
- (B) use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and
- (C) know how to use the spell-check function in word processing while understanding its limitations.

7th Grade ELA TEKS

7.2 (B,E) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

- (B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words;
- (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

7.3 (A,B,C) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

- (A) describe multiple themes in a work of fiction;
- (B) describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero’s tasks, circle stories); and
- (C) analyze how place and time influence the theme or message of a literary work.

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7.8 Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to determine the figurative meaning of phrases and analyze how an author’s use of language creates imagery, appeals to the senses, and suggests mood.

7.9 Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author’s purpose in an expository text.

7.19 (A,C) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) verbs (perfect and progressive tenses) and participles; (ii) appositive phrases; (iii) adverbial and adjectival phrases and clauses; (iv) conjunctive adverbs (e.g., consequently, furthermore, indeed); (v) prepositions and prepositional phrases and their influence on subject-verb agreement; (vi) relative pronouns (e.g., whose, that, which); (vii) subordinating conjunctions (e.g., because, since); and (viii) transitions for sentence to sentence or paragraph to paragraph coherence

(C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.

7.20(A,B) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

(A) use conventions of capitalization; and
(B) recognize and use punctuation marks including: (i) commas after introductory words, phrases, and clauses; and (ii) semicolons, colons, and hyphens.

7.21 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.

8th Grade ELA TEKS

8.2(A,B,E) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;
(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings;
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

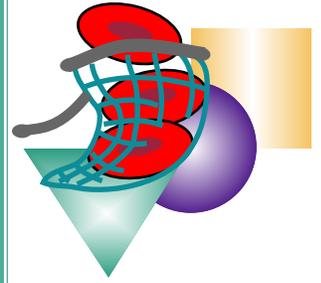
8.3(A,B,C) Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(A) analyze literary works that share similar themes across cultures;
(B) compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths); and
(C) explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work.

8.9 Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze works written on the same topic and compare how the authors achieved similar or different purposes.

8.19(A,B,C) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) verbs (perfect and progressive tenses) and participles;
(ii) appositive phrases; (iii) adverbial and adjectival phrases and clauses; (iv) relative pronouns (e.g., whose, that, which); and (v) subordinating conjunctions (e.g., because, since);
(B) write complex sentences and differentiate between main versus subordinate clauses; and
(C) use a variety of complete sentences (e.g., simple, compound, complex) that include



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properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.

8.20(A,B) Writing/Conventions of Language/Handwriting. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to:

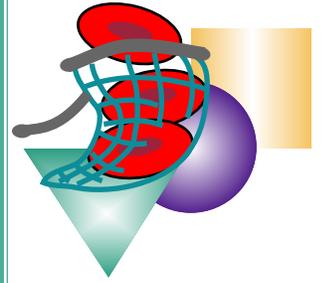
(A) use conventions of capitalization; and

(B) use correct punctuation marks, including: (i) commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences; and (ii) semicolons, colons, hyphens, parentheses, brackets, and ellipses.

8.21 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.

8.27 Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.

8.28 Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.



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