

Activity “Administrivia”:

Grade Levels 6-8



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;
- (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:

- (B) use models to represent aspects of the natural world such as human body systems and plant and animal cells;
- (C) identify advantages and limitations of models such as size, scale, properties, and materials;
- (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;
- (E) compare the functions of a cell to the functions of organisms such as waste removal;

7.13: Organisms and environments. The student knows that a living organism must be able to maintain balance in stable internal conditions in response to external and internal stimuli. The student is expected to:

- (B) describe and relate responses in organisms that may result from internal stimuli such as wilting in plants and fever or vomiting in animals that allow them to maintain balance.

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;

Biology

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:

- (E) evaluate models according to their limitations in representing biological objects or events;

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;

“Administrivia”

Cast Your Net: Adventures With Blood



LESSON 4
ACTIVITY 4B