2013 Materials and Manufacturing Summer Teacher's Institute

Unit of Study – Cells

Classroom: 7th grade science

Number of students -24

Grade level: 7th grade science

• Major Curricular Concept

• Cells are the basic unit of structure and function

• **STEM Applications**

- S=Cell Physiology
- T=Protein, DNA, RNA synthesis
- E=Programming of cells-directions for what protein to make and when to make it
 - Manufacturing=actually making the RNA, DNA, proteins
- o M=Scale, how many, how long does it take
 - Give problem: lump sum \$1million or a penny that doubles each day
 - Exponential growth
- <u>State Standards Reference</u>
 - o 7.2.a

What students will know at the end of the lesson?

SWBAT describe cells at the basic unit of structure and function (building blocks)

TSW describe cells as small parts

TSW know that cells have organelles w/specialized functions that carry out all the processes of life and maintain homeostasis

Compare and contrast plant and animal cells

Differentiate between different sizes of organelles

Analyze different jobs in a factory and connect them to the organelles in a cell

Design a 3D model of a plant or animal cell with organelles

Class Activity

Video of Cells-You Tube (Harvard Cell Animation mp4)

Cells Alive.com Interactives—Cell models—Take me to the plant and animal cell animationstudents computers to examine internal structure of organelles and come up with real life comparisons for relative size

Materials

Access to YouTube and ability to project on screen for class

Computers-individual or groups of 2

Other Factors: Is there anything special

Internet

Teacher computer project to TV or screen

Observation notes

Difficulty with new vocab in Cells alive

Confusion navigating web site

Pairs on computers

Other comments

Manufacturing factory analogies to organells/cell

How will student success be measured?

Share Out, Exit Cards

Edible Cell/3D model

Short story/childrens book on a "Journey through the cell"