**7th Grade Practice Life Science MEAP Review Resources**

1. **Use the Promethean flipchart to take a practice MEAP test. You can have students write their answers on a scantron or piece of paper.**
2. **Analyze practice test data and choose lessons to teach or web resources to use.**

**There are two lessons attached under the life science unit.**

1. [**Photosynthesis Lesson**](http://sccresa.org/downloads/toolboxes/teacher_photo_20120910_114901_16.pdf) **and**  [**Student Journal**](http://sccresa.org/downloads/toolboxes/student_photo_packet_20120910_114847_14.pdf) **(3days)**
2. [**Forest Management**](http://sccresa.org/downloads/toolboxes/teacher_forest_management_20120910_114854_15.pdf) **and**  [**Student Journal**](http://sccresa.org/downloads/toolboxes/student_forest_packet_20120910_114809_13.pdf) **(3 days)**

**\*Highlighted GLCEs are the most frequently missed concepts and should have more time spent**

**Directions** **reviewing.**

\*Use the key concepts to write questions as students explore the websites either in class or for homework. To use for a 15 minute review, ask questions from the key concepts list or MEAP practice test. Use the web resources to verify student answers.

**5th-7th Grade Companion Document from MDE:**

[http://www.mi.gov/documents/mde/5-7\_Science\_GLCE\_Companion\_Document\_v.1.09\_2\_264472\_7.pd](http://www.mi.gov/documents/mde/5-7_Science_GLCE_Companion_Document_v.1.09_2_264472_7.pdf)f

**Life Science**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **GLCE** | | | | | | | | | | | | | | **Lesson Resources** | **Web Resource** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | IP.07.16 |  |  |  |  |  |  |  |  |  |  |  |  |  | **Key Concepts for Animal Systems** | **Systems of the Human Body** |  |
|  | IP.07.13 |  |  |  |  |  |  |  |  |  |  |  |  |  | **(5th Grade)** | [http://sciencenetlinks.com/lessons/systems-of-the](http://sciencenetlinks.com/lessons/systems-of-the-human-body)- |  |
|  | RS.07.17 |  |  |  |  |  |  |  |  |  |  |  |  |  | • Animals’ bodies are made up of various body systems that | [human-bod](http://sciencenetlinks.com/lessons/systems-of-the-human-body)y |  |
|  | IA.07.13 | |  |  |  |  |  |  |  |  |  |  |  |  | perform specific functions. |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | • These body systems function together and contribute to |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | the animal’s survival and well being. |  |  |
|  | IP.07.16 |  | |  |  |  |  |  |  |  |  |  |  |  | **Key Concepts for Evolution and Traits of Organisms** | **Inherited or Acquired Traits** |  |
|  | IP.07.13 |  | |  |  |  |  |  |  |  |  |  |  |  | **(5th Grade)** | [http://www.youtube.com/watch?v=yP27i05-vT](http://www.youtube.com/watch?v=yP27i05-vTg)g |  |
|  | RS.07.17 |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | IA.07.13 | | | | |  |  |  |  |  |  |  |  |  | • Traits are influenced by both genetics of the individual and | **Environmental Change Adaptations** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | the environment. | [http://science-class.net/Biology/Genetics.ht](http://science-class.net/Biology/Genetics.htm)m |  |
|  | EV.05.21 | | | | |  |  |  |  |  |  |  |  |  | • Traits can be classified as either inherited or acquired. | click on: |  |
|  |  | | |  |  |  |  |  |  |  |  |  |  |  |  | [How are birds adapted to their habitat](javascript:void%20(window.open('http://www.glencoe.com/sites/common_assets/science/virtual_labs/LS16/LS16.html',%20'newWin',%20'toolbar=0,%20menubar=0,%20resizable=1')))? |  |
|  | Relate degree | | | | | | | | | | |  |  |  | • Each organism (plants and animals) has specific behavioral |  |
|  | of similarity in | | | | | | | | | | |  |  |  | and physical characteristics allowing them to better | [How are fish adapted to their environment](javascript:void%20(window.open('http://www.glencoe.com/sites/common_assets/science/virtual_labs/LS15/LS15.html',%20'newWin',%20'toolbar=0,%20menubar=0,%20resizable=1')))? |  |
|  |  |  |
|  | anatomical | | | | | | |  |  |  |  | |  |  | survive in a given environment. |  |  |
|  | features | | |  |  |  |  |  |  |  |  | | |  | • As environments change over time, these characteristics |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | may change (adaptations) to allow them to continue to |  |  |
|  | HE.05.12 | | | | |  |  | |  |  |  | | |  | survive or flourish in their environment. |  |  |
|  | Distinguish | | | | |  |  | |  |  |  | | |  | • Fossils provide evidence that life forms have changed over |  |  |
|  | between | | | | |  |  | |  |  |  | | |  | time and were influenced by changes in environmental |  |  |
|  | inherited | | | | | and | | | | |  | | |  | conditions including catastrophic events. |  |  |
|  | acquired | | | |  | |  | |  |  |  | | |  | • Organisms that are similar in anatomical structures are |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | more likely to be more closely related than those whose |  |  |
|  | HE.05.11\* | | | | | |  | |  |  | | | |  | structures are less similar to one another. |  |  |
|  | Individual traits | | | | | | | | | | | | |  |  |  |  |
|  | effected by | | | | | | | |  |  | | | |  |  |  |  |
|  | environ. and | | | | | | | | |  | | | | |  |  |  |
|  | genetics | |  | | | | | | |  | | | | |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | IP.07.13 | |  |  |  |  |  |  |  |  |  | **Key Concepts for Ecosystems** | **Predator/Prey Relationship with Invasive** |  |
|  | RS.07.17 | |  |  |  |  |  |  |  |  |  | **(6th Grade)** | **Species/Population** |  |
|  |  |  |
|  | IA.07.12 | | |  |  |  |  |  |  |  |  | Teacher Lesson Plan**:**  [**Forest Management Lesso**](http://sccresa.org/downloads/toolboxes/teacher_photo_20120910_114901_16.pdf)**n** | [http://www.sims.scienceinstruction.org/predprey/i](http://www.sims.scienceinstruction.org/predprey/index.html)n |  |
|  | IA.07.14 | | | | | | | | | |  | [dex.htm](http://www.sims.scienceinstruction.org/predprey/index.html)l |  |
|  | IA.07.15 | | | | | | | | | |  | Student Journal Pages:  [**Student Journa**](http://sccresa.org/downloads/toolboxes/student_forest_packet_20120910_114809_13.pdf)**l** | [http://www.learner.org/courses/envsci/interactives](http://www.learner.org/courses/envsci/interactives/ecology/ecology.html)/ |  |
|  | RS.07.11 | | | | | | | | | |  | • All life forms, including humans, are part of a global food | [ecology/ecology.htm](http://www.learner.org/courses/envsci/interactives/ecology/ecology.html)l |  |
|  | RS.07.18 | | | | | | | | | |  |  |  |
|  | EC.06.41 | | | | | | | | | |  | chain in which food is supplied by plants, which need light | **Food Chain** |  |
|  |  |  |  |  |  |  |  |  |  |  |  | to produce food. | [http://www.sheppardsoftware.com/content/animal](http://www.sheppardsoftware.com/content/animals/kidscorner/games/producersconsumersgame.htm)s |  |
|  | EC.06.42 | | |  |  |  |  |  |  |  |  | • Ecosystems continually change with time as | [/kidscorner/games/producersconsumersgame.ht](http://www.sheppardsoftware.com/content/animals/kidscorner/games/producersconsumersgame.htm)m |  |
|  | Predict | | | possible | | | | | | |  | environmental factors and populations of organisms | [http://www.crickweb.co.uk/ks2science.html#lcycles](http://www.crickweb.co.uk/ks2science.html#lcycles5b)5 |  |
|  | consequences | | | | | | |  |  |  |  | change. | [b](http://www.crickweb.co.uk/ks2science.html#lcycles5b) (click on Food Chain) |  |
|  | of |  | |  |  |  |  |  |  |  |  |  |  |  |
|  |  | overpopulation | | | | | | | |  |  |  |  |  |
|  |  | | |  |  |  |  | |  | |  |  |  |  |
|  | EC.06.23\* | | | |  |  |  |  |
|  | Changes in one | | | | | | | |  | |  |  |  |  |
|  | population | | | | |  |  | |  | |  |  |  |  |
|  | might affect | | | | |  |  | | | |  |  |  |  |
|  | other pops. | | | | | |  | | | |  |  |  |  |
|  |  | |  |  | | | | | | |  |  |  |  |
|  | IP.07.16 | |  |  | | | | | | |  | **Key Concepts for Structures and Processes of Living Things** | **Cells** |  |
|  | IP.07.13 | |  |  | | | | | | |  | **(7th Grade)** | [http://www.iknowthat.com/com/App?File=ScienceL](http://www.iknowthat.com/com/App?File=ScienceLab.htm&Type=S&SWF=cell%2Fscience_desk&App=Science+Lab&Topic=Cells)a |  |
|  | IA.07.13 | |  |  | | | | | | |  | Teacher Lesson Plan:  [**Photosynthesis Lesso**](http://sccresa.org/downloads/toolboxes/teacher_photo_20120910_114901_16.pdf)**n** | [b.htm&Type=S&SWF=cell%2Fscience\_desk&App=Sci](http://www.iknowthat.com/com/App?File=ScienceLab.htm&Type=S&SWF=cell%2Fscience_desk&App=Science+Lab&Topic=Cells)e |  |
|  | IP.07.11 | | |  | | | | | | |  | [nce+Lab&Topic=Cell](http://www.iknowthat.com/com/App?File=ScienceLab.htm&Type=S&SWF=cell%2Fscience_desk&App=Science+Lab&Topic=Cells)s |  |
|  | IP.07.12 | | | | | | | | | |  | Student Journal Pages:  [**Student Journa**](http://sccresa.org/downloads/toolboxes/student_photo_packet_20120910_114847_14.pdf)**l** | **Photosynthesis** |  |
|  | IP.07.15 | | | | | | | | | |  | • All living organisms are composed of cells, from one cell to | [http://www.iknowthat.com/com/App?File=ScienceL](http://www.iknowthat.com/com/App?File=ScienceLab.htm&Type=S&SWF=photosynthesis%2Fscience_desk&App=Science+Lab&Topic=Photosynthesis)a |  |
|  | IA.07.11 | | | | | | | | | |  | [b.htm&Type=S&SWF=photosynthesis%2Fscience\_de](http://www.iknowthat.com/com/App?File=ScienceLab.htm&Type=S&SWF=photosynthesis%2Fscience_desk&App=Science+Lab&Topic=Photosynthesis)s |  |
|  | IA.07.12 | | | | | | | | | |  | many cells and they exhibit cell growth and division. | [k&App=Science+Lab&Topic=Photosynthesi](http://www.iknowthat.com/com/App?File=ScienceLab.htm&Type=S&SWF=photosynthesis%2Fscience_desk&App=Science+Lab&Topic=Photosynthesis)s |  |
|  | IA.07.14 | | | | | | | | | |  | • Specialized cells within multi-cellular organisms form |  |  |
|  | IA.07.15 | | | | | | | | | |  | different kinds of tissues and organs and organ systems | [http://www.phschool.com/science/biology\_place/bi](http://www.phschool.com/science/biology_place/biocoach/photosynth/electro.html)o |  |
|  | RS.07.13 | | | | | | | | | |  | that function together. | [coach/photosynth/electro.htm](http://www.phschool.com/science/biology_place/biocoach/photosynth/electro.html)l |  |
|  | RS.07.14 | | | | | | | | | |  | • Photosynthesis transforms light energy to chemical energy |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | RS.07.15 | | | | | | making possible the building of key chemical building | [http://science-class.net/Biology/Photosynthesis.ht](http://science-class.net/Biology/Photosynthesis.htm)m |
|  | RS.07.19 | | | | | | blocks of living organisms. |  |
|  | EN.07.43 | | | | | | • All organisms have a life span and must reproduce in |  |
|  | OL.07.23 | | | | | | order to continue the species. Reproduction may be |  |
|  | OL.07.61 | | | | | | asexual or sexual. |  |
|  | OL.07.62 | | | | | |  |  |
|  | OL.07.63\* | |  |  |  |  |  |  |
|  | Describe |  |  |  |  |  |  |  |
|  | evidence | plants | | | |  |  |  |
|  | make, use and | | | |  |  |  |  |
|  | store food | | |  |  | |  |  |
|  |  |  |  |  |  |  |  |  |