



مدرسة القديسة مريم الكاثوليكية الثانوية – دبي  
ST. MARY'S CATHOLIC HIGH SCHOOL, DUBAI

**Lesson Plan**

<b>Subject</b>	Science
<b>Class/ Section</b>	Year 7 A-F
<b>Week</b>	Week 2 - (5 <sup>th</sup> Sept - 9 <sup>th</sup> September)
<b>Work send to students by</b>	Google classroom
<b>Total number of lessons per week</b>	4 lessons
<b>Unit/Topic</b>	7A Cells ,tissues, organs, and systems
<b>Key Vocabulary</b>	Respiration, Reproduction, Excretion, Nutrition, Photosynthesis
<b><u>Specific Learning objectives and Learning Outcomes</u></b>	<b>Lesson1 7Aa Life Processes</b> <b><u>Specific Learning objectives</u></b> -Characteristics of living things <b><u>Specific Intended Learning Outcomes</u></b> -Recall and describe the life process -Explain the differences between organisms and non-living things.
	<b>Task</b> 1. Show the AL video Life processes which contains footage to illustrate life processes. Ask the children to write the seven life processes in the note book 2. Do question 1 to describe the life processes and to justify whether something is an organism or is non-living. 3. Show the videos or images of a sensitive plant, a

	<p>sprouting potato, different ways of reproduction of plants/ animals, respiration , excretion etc to identify ways in which an organism shows each life process.</p> <p>4. Compare robots and humans in terms of life processes</p>
<p><b>Assessment Criteria/ Essential questions</b></p>	<p><b>Support:</b> Make a list of the characteristics of living things Make relevant illustrations in the note book with the characteristics of living things.</p> <p><b>Stretch:</b> Reason the following: A car demonstrates most of the characteristics of a living thing. Why still it is considered as a non living thing? A plant has limited movement. Explain the movement of plants.</p> <p><b>Extend:</b> Excretion is one of the characteristics of all living things. Research and find how liquid waste is excreted as urine among animals.</p>
	<p><b>Lesson 2</b></p> <p><b>7A c Microscopes</b></p> <p><b><u>Specific Learning objectives</u></b></p> <p>Use of light microscope to examine a specimen.</p> <p><b><u>Specific Intended Learning Outcome</u></b></p> <p>-Describe how to prepare a microscope. -Describe how to use a light microscope to examine a specimen.</p>
<p><b><u>Task</u></b></p>	<p><b><u>Task</u></b></p> <ul style="list-style-type: none"> <li>● Examine the microscope virtually and list its parts</li> <li>● Find the function of each part.</li> <li>● Virtually watch how a microscope is mounted and the steps involved in it.</li> <li>● Make note of the correct order to mount a microscope.</li> <li>● Calculate magnification of a slide.</li> </ul>

<p><b>Assessment Criteria/ Essential questions</b></p>	<p><b>Support:</b> Answer questions 1,2&amp;3 Page 14</p> <p><b>Stretch:</b> Calculate total magnification of the microscope. Answer questions 4,5,6&amp;7 Pages 14-15</p> <p><b>Extend:</b> Find what went wrong in mounting a microscope. List what might have gone wrong. Answer questions 8,9&amp;10 Pages 14-15</p>
	<p><b>Lesson 3 7Ad Cells</b></p> <p><b><u>Specific Learning objectives</u></b></p> <p>Similarities and Differences between plant and animal cell.</p> <p><b><u>Specific Intended Learning Outcome</u></b></p> <p>Identify the main parts of animal cells and plant cells and describe their functions.</p>
<p><b><u>Task</u></b></p>	<p><b><u>Task</u></b></p> <ul style="list-style-type: none"> <li>● Observe animal and plant cells</li> <li>● List the differences and similarities between plant cell and animal cell.</li> <li>● Identify mitochondria and describe their function</li> <li>● Know what diffusion is. Explain the role of diffusion in and between cells.</li> </ul>
<p><b>Assessment Criteria/ Essential questions</b></p>	<p><b>Support:</b> List the parts of a plant cell and write the function of each part. Answer questions 1,2&amp;3 Page 16</p> <p><b>Stretch:</b> List similarities of cell organelles in plant and animal cell. Answer questions 4,5&amp;6 Page 17</p> <p><b>Extend:</b> List the difference of plant cell and animal cell. Answer questions 6,7&amp;8 Page 17</p>
	<p><b>Lesson 4 7Ad Specialised Cells</b></p> <p><b><u>Specific Learning objectives</u></b></p> <p>Suggest reasons for differences between different animal cells and between different plant cells (in terms of their functions).</p>

	<p><b><u>Specific Intended Learning Outcome</u></b></p> <p><b>Identify</b> some specialised cells- (root hair cell, xylem and leaf cell) ( muscle cell, nerve cells , sperm cells and RBC, WBC )</p> <p>Describe how the structure of root hair cell is adapted for its functions</p>
<p><b><u>Task</u></b></p>	<p><b><u>Task</u></b></p> <ul style="list-style-type: none"> <li>● Collect pictures of few plants and animals specialised cells from Google images</li> <li>● Draw the structure of root hair cell and describe how it is specialised to perform its function.</li> </ul>
<p><b>Assessment Criteria/ Essential questions</b></p>	<p><b>Support:</b> Identify few plants and animals specialised cell</p> <p><b>Stretch :</b> Describe how root hair structure is adapted for its function</p> <p><b>Extend:</b> Explore the adaptations of few other specialised cells in plants and animals</p>
<p><b>Resources</b></p>	<p>Exploring science international students book 7</p> <p>Active teach</p> <p>Doodle interactive presentations</p>