

State & National Learning Targets:**MLR_S&T, 6-8.A1**

- Students describe and apply principles of systems in man-made things, natural things, and processes.

MLR_S&T, 6-8. C3

- Students identify and describe the role of science and technology in addressing personal and societal challenges

MLR_S&T, 6-8. E3

- Students describe the hierarchy of organization and function in organisms, and the similarities and differences in structure, function, and needs among and within organisms.

MLR_S&T, 6-8. E4

- Students describe the general characteristics and mechanisms of reproduction and heredity in organisms, including humans, and ways in which organisms are affected by their genetic traits.

CCSS_Math 7.RP:

- Analyze proportional relationships and use them to solve real-world and mathematical problems.

PEI_SS, 6-8. A2

- Students make individual and collaborative decisions on matters related to social studies using relevant information and research and discussion skills.

PEI_SS, 6-8. B1

- Students understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world.

PEI_SS, 6-8. B2

- Students understand constitutional and legal rights, civic duties and responsibilities, and roles of citizens in a constitutional democracy.

CCSS_ELA

- **7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **8.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS_ELA

- **7.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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Our Learning Target:

You have formed an opinion concerning the rights and responsibilities that society has to protect our bodies and maintain a healthy lifestyle and can argue your point of view based on knowledge of the human body, state and federal government, and health.

	Exceptional I can apply the skills/information in a new context	Proficient I learned and can demonstrate the skills/information	Not Yet Proficient I learned some skills/information	Experiencing Difficulty I can show the parts I've learned with help	What is my evidence?	TS
My pieces prove my ability to use and knowledge of the vocabulary below:						
I can describe the systems of the human body and how they function together to create a healthy human being.						
I am able to explain my opinion about the rights and responsibilities society has to protect our bodies.						
I can use my knowledge of the human body, health, and the government to defend my opinion concerning the rights and responsibilities we have as a society to create and maintain healthy lifestyles.						

Vocabulary

Science

brain
capillary
cardiac
cartilage
cell
connective tissue
dermis/epidermis
digestion
egg
embryo
epithelial tissue
excretion
fertilization
fetus
gland
heart
hormone
homeostasis
immune
joint
lung
lymph
muscle tissue
nerve
nervous tissue
organ
organ system
pituitary gland
red/white blood cell
spinal cord
tendon
zygote

Social Studies

Bill
Law

Legislature/legislative
Senate
House of Representatives
Committee
Sponsor
Act
Veto
 $\frac{2}{3}$ majority
“Ought to pass”
“Ought not to pass”
Lobbying
Debates
Amendment
Abstain
Executive branch
Legislative branch
Judicial branch
Constitution

LA

Conflict
Entrenched position
Interests
Persuasion
Bias
Testimonial

Math

proportion
rate
ratio