

Agenda for Monday, December 14th 2015

Agenda	Homework
1. Monocots and Dicots (SDRO Handout 9)	- Complete SDRO Handout 9

Which NGSS practices, DCIs, and CCs are we meeting?	
<p>Science and Engineering Practices</p> <ul style="list-style-type: none">• Conduct explanations supported by multiple sources of evidence consistent with scientific knowledge, principles, and theories.• Use an oral and written argument supported by evidence to support or refute an explanation or a model for a phenomenon• Develop and use models to describe systems.• Obtain, evaluate, and communicate information. <p>Crosscutting Concepts</p> <ul style="list-style-type: none">• Structure and Function• Systems and Systems Models	<p>Disciplinary Core Ideas</p> <ul style="list-style-type: none">• LS1.1: All living things are made of cells. In multicellular organisms, the body is a system of multiple interacting subsystems.

Why are we doing this?
<p>Now that we've concluded our study of Fast Plants, we need to briefly examine how scientists used to classify plants. Although classification is not exclusively based on physical traits, physical traits are still useful in recognizing differences between some organisms. In the case of flowering plants (called angiosperms), there are distinct differences in their seeds, roots, stems, flowers, and leaves. We will examine these differences and practice classifying various examples of angiosperms as either monocot or dicot.</p>

Today's Procedure

Part 1: Monocot and Dicot Stations

1. Download SDRO Handout 9 from 7bscience.com.
2. Read the background and instructions before beginning.
3. Rotate through the stations when instructed.
 - 3.1. At each station write a brief summary of the featured characteristic as it appears in a monocot and dicot.
 - 3.2. Then, make a simple sketch visualizing the featured characteristic as it appears in a monocot and dicot.
4. Return to your assigned table after you have rotated through all stations.

5. Discuss as a class the differences that you found.

Part 2: Identifying Monocots and Dicots

1. Read the instructions for part 2 of SDRO Handout 9.
2. Classify each image (showing a featured characteristic) as being a monocot or a dicot.
3. Write a short explanation (or reasoning) as to why you selected monocot or dicot.
4. **Optional:** Complete the challenge at the end of the handout.