

Backwards Design Unit Planning

**New York City Department of Education  
Magnet Program District 25 & 28**

School Name  
Robert F. Kennedy I.S. 250

**Essential Question:** How do systems (organ/community) create balance when conditions are constantly changing?

**Suggested Time Frame: 6 Weeks**

**Theme: Homeostasis**

**David Meagher**

**Graphic Overview of Unit**  
**Suggested Time Frame: 6 Weeks**

## Backwards Design Unit Planning

**Essential Question:** How do systems (organ/community) create balance when conditions are constantly changing?

**Unit's Culminating Project: (briefly explain in 2-3 sentences):**

Students will create a presentation for the local community members which explains the importance of the various components of the local community in working together to form a harmonious living environment. This presentation will include a documentary movie and the supporting materials as well as other forms of the information of dynamic equilibrium.

Mini-Units  
\* It is recommended that each mini-unit end with a standardized test that reflects the state / city assessment

Question: The theme of 'Community Studies through Expeditionary Learning' may be addressed in the unit by identifying the students to whom they will present their information. They may form a hypothesis about their own dynamic equilibrium or their classmates that may be influenced by something outside of the community, such as their temperature, weight, blood pressure, etc.; influenced by the subway stairs, refrigerator section of their local supermarket, etc. Examples may be found on-line. The culminating activity could still be a presentation to the community with the same roles, but the focus would be about the students' bodies rather than the various components of the community.)

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Stage 1- Desired Results	
<p><b>Standards-Based Learning Goals:</b> LE 1.1a, b, c ,d ,e ,f ,g; 1.2a, b, c, d, e, f, g, h, j; 5.1a; 5.2a, b, d, e, f.</p>	
Concepts	
<p><b>Big Ideas for this Unit</b></p> <ul style="list-style-type: none"> <li>❖ Balance               <ul style="list-style-type: none"> <li>▪ Change</li> </ul> </li> <li>❖ Systems               <ul style="list-style-type: none"> <li>▪ Structure</li> </ul> </li> <li>❖ Interactions               <ul style="list-style-type: none"> <li>▪ Interdependence</li> </ul> </li> <li>❖ Survival               <ul style="list-style-type: none"> <li>▪ Environment</li> </ul> </li> </ul>	<p><b>Magnet School Theme:</b> Community Studies through Expeditionary Learning.</p> <p><b>How does the Big Idea in your unit connect to your theme?</b></p> <p>Students will use the study of dynamic equilibrium to understand how the community survives in the environment.</p>
<p><b>Enduring Understandings</b></p> <p>The dynamic equilibrium of organisms depends on the interactions of the organ systems.</p> <p>The interdependence of the organ systems is analogous to the homeostasis created when the community runs efficiently.</p>	<p><b>Overarching Essential Question: (this question should connect to your school theme)</b></p> <p>How do systems (organ/community) create balance when conditions are constantly changing?</p>
Content and Skills	

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<b>Content</b> <b>Students will know...</b>	<b>Skills</b> <b>Students will be able to...</b>
Cells, bacteria, cell membrane, cell wall, cytoplasm, organelle, nucleus, vacuole, mitochondria, photosynthesis, chloroplast, tissue, organ, organ system, skin, muscular system, skeletal system, nervous system, epidermis, dermis, melanin, voluntary muscle, involuntary muscle, tendon, periosteum, cartilage, joint, ligament, neuron, synapse, central nervous system, peripheral nervous system, circulatory system, blood, lymphatic system, blood type, atrium, ventricle, coronary circulation, pulmonary circulation, systemic circulation, artery, vein, capillary, plasma,	<ul style="list-style-type: none"><li>➤ Discuss the cell theory.</li><li>➤ Identify the parts of animal and plant cells.</li><li>➤ Explain the purpose of different cell parts.</li><li>➤ Discuss how different cells have different jobs.</li><li>➤ Explain the difference among tissues, organs, and organ systems.</li><li>➤ Distinguish between the epidermis and dermis of the skin.</li><li>➤ Identify the functions of the skin.</li><li>➤ Explain how skin protects the body from disease and how it heals itself.</li><li>➤ Identify the major function of the muscular system.</li><li>➤ Compare and contrast the three types of muscles.</li><li>➤ Explain how muscle action results in the movement of body parts.</li><li>➤ Identify five functions of the skeletal system.</li><li>➤ Compare and contrast movable and immovable joints.</li><li>➤ Describe the basic structure of a neuron and how an impulse moves across a synapse.</li><li>➤ Compare and contrast the central and peripheral nervous systems.</li><li>➤ List the sensory receptors in each organ.</li><li>➤ Explain what type of stimulus each sense organ responds to and how.</li><li>➤ Explain how drugs affect the body.</li><li>➤ Compare and contrast arteries and veins.</li><li>➤ Explain how blood moves through the heart.</li><li>➤ Identify the functions of the pulmonary and</li></ul>

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<p>hemoglobin, platelet, lymph, lymphatic system,</p> <p>lymphocyte, lymph node, digestive system,</p> <p>nutrition, respiratory system, excretory system,</p> <p>nutrient, enzyme, peristalsis, chyme, villi,</p> <p>amino acid, carbohydrate, vitamin, mineral,</p> <p>larynx, trachea, bronchi, alveoli, nephron,</p> <p>urethra, bladder.</p>	<p>systemic circulation systems.</p> <ul style="list-style-type: none"><li>➤ Identify the parts and functions of blood.</li><li>➤ Explain why blood types are checked before a transfusion.</li><li>➤ Give examples of diseases of blood.</li><li>➤ Describe the functions of the lymphatic system.</li><li>➤ Identify where lymph comes from.</li><li>➤ Explain how lymph organs help fight infections.</li><li>➤ Distinguish the differences between mechanical digestion and chemical digestion.</li><li>➤ Identify the organs of the digestive system and what takes place in each.</li><li>➤ Explain how homeostasis is maintained in digestion.</li><li>➤ Distinguish among the six classes of nutrients.</li><li>➤ Identify the importance of each type of nutrient.</li><li>➤ Explain the relationship between diet and health.</li><li>➤ Describe the functions of the respiratory system.</li><li>➤ Explain how oxygen and carbon dioxide are exchanged in the lungs and in tissues.</li><li>➤ Identify the pathway of air in and out of the lungs.</li><li>➤ Explain the effects of smoking on the respiratory system.</li><li>➤ Distinguish between the excretory and urinary systems.</li><li>➤ Describe how the kidneys work.</li><li>➤ Explain what happens when urinary organs don't work.</li><li>➤ Explain dynamic equilibrium in a multimedia presentation.</li></ul>
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### **Stage 2- Summative Assessment Evidence**

**If students understand, know and are able to do the items in Stage 1, they should be able to show their understanding by completing an authentic task found in the world beyond the classroom.**

- Design the Culminating/Summative Task:
- Please note: The Essential Question and the Grasp are interconnected. The GRASP is a way for students to demonstrate their knowledge and understanding unit by answer of the Essential Question. Or you can say, they are answering the essential question through their GRASP

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G- (goal) : Demonstrate an understanding of dynamic equilibrium in organ systems of humans and how this process is similar to the balance created by the interaction of various parts of the local community.

R- (role/s): Students will take cooperative roles -  
Director/Advertiser/Artist/Author/Designer/Editor/  
Filmmaker/Photographer/Researcher/Storyteller

A-(audience): School and local community members in an auditorium (theater) setting.

S- (situation): You will help document the change that takes place on a daily basis and the processes the local community uses to deal with this change in order to achieve balance.

P- (purpose and product): You will help with making a community presentation, including a documentary movie and the supporting materials, which inform the community of the merits of creating systems of balance.

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S- (standards for performance): Your products should demonstrate a clear understanding of the local community and the importance of balance.

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### Student Task

In the space below, write the task exactly as students will see it.

You should give this task to them on the first day of the unit. This way they know where they are going.

Students will create a presentation for the local community members which explains the importance of the various components of the local community in working together to form a harmonious living environment. This presentation will include a documentary movie and the supporting materials as well as other forms of communicating the information of dynamic equilibrium. To successfully complete the presentation you will need to:

1. **Observation of the local community:** Students will go on learning walks to observe the various components of the local community. During these learning walks students will come up with questions and/or problems about the environment which should be addressed during the culminating presentation.
2. **Hypothesis for the presentation created:** Students will use their learning walk experiences to create a hypothesis to use as the basis of the presentational design.
3. **Research stage:** Students will use their hypothesis as a guide in coming up with collecting information to address the questions and/or problems that were formed during the observation stage of the project.
4. **Planning the presentation:** Students will each take on the role of one of the jobs of the presentation and create an outline which shows the steps involved with designing the presentation.
5. **Designing the presentation:** Students will create the materials which pertain to their respective roles in the presentation.
6. **Advertising for the presentation:** Students will advertise the presentation among the local community members.
7. **Presentation:** Students will present their final product at the school auditorium and various other places.

### **Culminating Project**

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[www.rubistar.com](http://www.rubistar.com)  
<http://rubistar.4teachers.org>

**For example:**

Project Component	4	3	2	1
<b>Presentation</b>	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.
<b>Content</b>	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.

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**Unit's Essential Question:** How do systems create balance when conditions are constantly changing?

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<b>Mini-Unit Title</b> <b>(each mini-unit is approx 1 week long)</b>	<b>Big ideas of the mini-unit / concept statement (macro)</b> What is the big idea of this mini-unit?	<b>Key Content /Knowledge</b> (Important Content to Know about, vocabulary, the specifics) (Micro)	<b>Skills</b> What should the students be able to do? (rule of thumb - skills are verbs – knowledge is a noun)	<b>List of Topical / Content Based Questions</b> (make sure to amend the essential question so that it becomes topical for this mini-unit)	<b>Mini-Unit Assessment</b> (must be aligned to the NYS / NYC exams. It can be a test or a quiz - i.e.: DBQ Essay; 10 multiple choice questions; or 3 constructed response questions)	<b>Scaffolding towards the culminating project</b> (what can be done during this mini-unit to develop the stage 2 culminating assessment (grasp)
<b>Cells- The Units of Life</b>	<b>The World of Cells and the Different Jobs of Cells.</b>	<b>Bacteria, cell membrane, cell wall, cytoplasm, organelle, nucleus, vacuole, mitochondria, photosynthesis, chloroplast, tissue, organ, organ system.</b>	<ul style="list-style-type: none"> <li>➤ <b>Discuss the cell theory.</b></li> <li>➤ <b>Identify the parts of animal and plant cells.</b></li> <li>➤ <b>Explain the purpose of different cell parts.</b></li> <li>➤ <b>Discuss how different cells have different jobs.</b></li> <li>➤ <b>Explain the difference among tissues, organs, and organ</b></li> </ul>	<b>What is the Cell Theory?</b>  <b>What are the different jobs of cells?</b>  <b>What are the structures of cells?</b>  <b>How do cells relate to tissues, organs, and organ systems?</b>	<b>Lab Practical Activity</b>  <b>Weekly Quiz- 10 questions</b>  <b>Creature Feature</b>  <b>Computer Assisted Instruction (CAI)/Mastery Learning</b>	<b>Completion of Task #1:</b>  <b>Observation of the local community.</b>  <b>Completion of Task #2:</b>  <b>Development of the hypothesis.</b>

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			systems.			
<b>Support, Movement, and Responses</b>	<b>The Skin, The Muscular System, The Skeletal System, and The Nervous System.</b>	<b>Epidermis, dermis, melanin, voluntary muscle, involuntary muscle, tendon, periosteum, cartilage, joint, ligament, neuron, synapse, central nervous system, peripheral nervous system.</b>	<ul style="list-style-type: none"> <li>➤ <b>Distinguish between the epidermis and dermis of the skin.</b></li> <li>➤ <b>Identify the functions of the skin.</b></li> <li>➤ <b>Explain how skin protects the body from disease and how it heals itself.</b></li> <li>➤ <b>Identify the major function of the muscular system.</b></li> <li>➤ <b>Compare and contrast the three types of</b></li> </ul>	<p><b>What are the structures and functions of the skin?</b></p> <p><b>How does the skin protect us from disease?</b></p> <p><b>How does the muscular system help result in movement of body parts?</b></p> <p><b>Why is it important that some muscles are involuntary?</b></p> <p><b>What are the functions of the skeletal system?</b></p> <p><b>How does the nervous system</b></p>	<p><b>MiniLab Activity</b></p> <p><b>Chapter Review Exam (Teacher Constructed)</b></p> <p><b>SmartBoard Activity Assessment</b></p> <p><b>Virtual Lab Assessment</b></p> <p><b>Intermediate-Level Science Examination Practice Test (mimics the NYS State Test</b></p>	<p><b>Completion of Task #3:</b></p> <p><b>Researching the local community for the presentation.</b></p> <p><b>Completion of Task #4:</b></p> <p><b>Development of the plan for the final presentation.</b></p>

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			<p>muscles.</p> <ul style="list-style-type: none"> <li>➤ Explain how muscle action results in the movement of body parts.</li> <li>➤ Identify five functions of the skeletal system.</li> <li>➤ Compare and contrast movable and immovable joints.</li> <li>➤ Describe the basic structure of a neuron and how an impulse moves across a</li> </ul>	<p>respond to stimuli to maintain homeostasis?</p> <p>Why is the neuron considered the basic unit of structure and function of the nervous system?</p> <p>How do the brain and spinal cord work together to form the central nervous system?</p>	<p>format)</p> <p>Portfolio Assignment (check for understanding)</p> <p>Online Assessment Activity (Glencoe Science Website)</p> <p>Models Examination</p>	
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			<ul style="list-style-type: none"> <li>➤ synapse.</li> <li>➤ Compare and contrast the central and peripheral nervous systems.</li> <li>➤ List the sensory receptors in each organ.</li> <li>➤ Explain what type of stimulus each sense organ responds to and how.</li> <li>➤ Explain how drugs affect the body.</li> </ul>		Mindjogger Videoquiz	
<b>Circulation</b>	<b>The Circulatory System, The Blood, and The</b>	<b>Atrium, ventricle, coronary circulation,</b>	<ul style="list-style-type: none"> <li>➤ Compare and contrast arteries</li> </ul>	<b>How does the circulatory system move materials</b>	<b>ExamView Pro Testmaker CD-ROM</b>	<b>Completion of</b>

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	<p><b>Lymphatic System.</b></p>	<p>pulmonary circulation, systemic circulation, artery, vein, capillary, plasma, hemoglobin, platelet, lymph, lymphatic system, lymphocyte, lymph node.</p>	<p>and veins.</p> <ul style="list-style-type: none"> <li>➤ Explain how blood moves through the heart.</li> <li>➤ Identify the functions of the pulmonary and systemic circulation systems.</li> <li>➤ Identify the parts and functions of blood.</li> <li>➤ Explain why blood types are checked before a transfusion.</li> <li>➤ Give examples of diseases of blood.</li> </ul>	<p>throughout the body?</p> <p>How do the coronary, pulmonary, and systemic circulation systems work together?</p> <p>What are some ways of preventing cardiovascular disease?</p> <p>What are functions of the blood?</p> <p>What are the functions of the lymphatic system?</p> <p>What are some differences and similarities</p>	<p><b>Assessment Intermediate-Level Science Examination Practice</b></p> <p><b>Laboratory Practical Assessment</b></p> <p><b>Weekly Quiz- 10 questions</b></p> <p><b>Models Examination</b></p>	<p><b>Task #5:</b></p> <p><b>Designing and Creating of the final presentation.</b></p>
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			<ul style="list-style-type: none"> <li>➤ Describe the functions of the lymphatic system.</li> <li>➤ Identify where lymph comes from.</li> <li>➤ Explain how lymph organs help fight infections.</li> </ul>	between lymph and blood?		
<b>Digestion, Respiration, and Excretion</b>	<b>The Digestive System, Nutrition,</b>  <b>The Respiratory System and The Excretory System.</b>	<b>Nutrient, enzyme, peristalsis, chyme, villi, amino acid, carbohydrate, vitamin, mineral, larynx, trachea, bronchi, alveoli, nephron, urethra, bladder.</b>		<b>What are the steps of the digestive process?</b>  <b>What are the functions of the respiratory system?</b>  <b>What are some diseases and disorder of the</b>	<b>Mini Essay: Trace the journey of a hamburger being digested.</b>  <b>Interview Assessment Activity</b>  <b>Crossword Puzzle</b>	<b>Completion of Task #6:</b>  <b>Advertising for the final Presentation.</b>  <b>Completion of Task #7:</b>  <b>The Final Presentation.</b>

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				respiratory system?	Assessment	
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## Backwards Design Unit Planning

### *A Week at a Glance – One*

WHERE is the student going and what is expected HOOK with needed skills to experience and explore Opportunity to REVISE and RETHINK their understanding		Allow students to EVALUATE work and implications TAILOR work to student needs Be ORGANIZED to maximize engagement		
Monday	Tuesday	Wednesday	Thursday	Friday
Content Focus: Importance of Cells (Part One)-  Hook: Bellringer Transparency (Mitosis and Cytokinesis)  Daily Assessment:	Content Focus: Importance of Cells (Part Two)-  Hook: Piece of Cork Demonstration  Daily Assessment:	Content Focus: Importance of Cells (Part Three)-  Hook: Electron Microscope [Online] Photos and quick write  Daily Assessment:	Content Focus: Different Jobs of Cells (Part One)-  Hook: Bellringer Transparency (Immune System)  Daily Assessment:	Content Focus: Different Jobs of Cells (Part Two)-  Hook: One-Celled Organisms [Online] Photos and quick write  Daily Assessment:
<p><b>Weekly Assessment</b> (must be aligned to the NYS / NYC exams):</p> <p>Quiz #1 10 Short Answer Responses on the Cell Theory</p> <p>What have the students produced that scaffolds towards the units culminating assessment?          (for example if the unit’s culminating assessment is a newspaper – perhaps the students have written an article)</p>				

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**Completion of Task #1:  
Observation of the local community.**

## Backwards Design Unit Planning

*: A Week at a Glance – Two*

WHERE is the student going and what is expected HOOK with needed skills to experience and explore Opportunity to REVISE and RETHINK their understanding		Allow students to EVALUATE work and implications TAILOR work to student needs Be ORGANIZED to maximize engagement		
Monday	Tuesday	Wednesday	Thursday	Friday
Content Focus: Different Jobs of Cells (Part Three)-  Hook: National Geographic (Visualizing Life's Organization) Question  Daily Assessment:	Content Focus: The Skin (Part One)-  Hook: Bellringer Transparency (A Matter of Perception)  Daily Assessment:	Content Focus: The Skin (Part Two)-  Hook: Quick Demo (Layers of Skin)  Daily Assessment:	Content Focus: The Skin (Part Three)-  Hook: Dandruff Question  Daily Assessment:	Content Focus: The Muscular System (Part One)-  Hook: Bellringer Transparency (No Sweat)  Daily Assessment:

Weekly Assessment (must be aligned to the NYS / NYC exams):

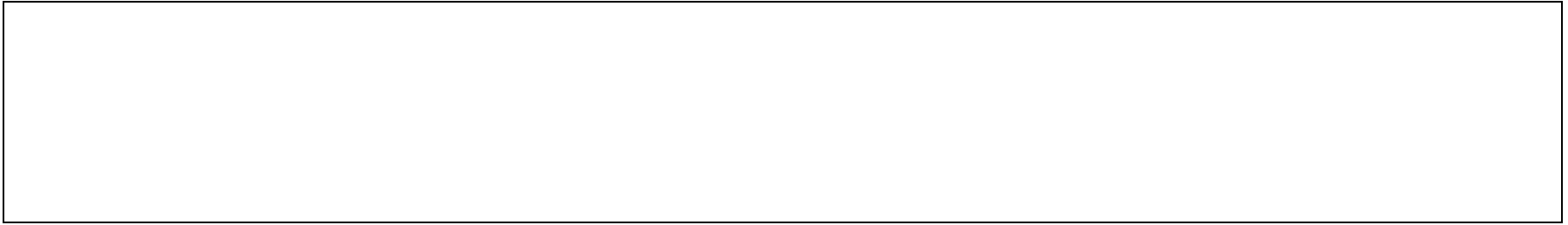
Quiz #2 10 Short Answer Responses on The Skin

What have the students produced that scaffolds towards the units culminating assessment?  
(for example if the unit's culminating assessment is a newspaper – perhaps the students have written an article)

**Completion of Task #2:**

**Development of the hypothesis.**

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## Backwards Design Unit Planning

*A Week at a Glance – Three*

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WHERE is the student going and what is expected HOOK with needed skills to experience and explore Opportunity to REVISE and RETHINK their understanding		Allow students to EVALUATE work and implications TAILOR work to student needs Be ORGANIZED to maximize engagement		
Monday	Tuesday	Wednesday	Thursday	Friday
Content Focus: The Muscular System (Part Two)-  Hook: National Geographic (Visualizing Human Body Levers) Question    Daily Assessment:	Content Focus: The Skeletal System (Part One)-  Hook: Bellringer Transparency (Cloud Catchers)   Daily Assessment:	Content Focus: The Skeletal System (Part Two)-  Hook: Bone Fractures [Online] Activity   Daily Assessment:	Content Focus: The Nervous System (Part One)-  Hook: Bellringer Transparency (Jump Start)   Daily Assessment:	Content Focus: The Nervous System (Part Two)-  Hook: Nervous System [Online] Activity   Daily Assessment:

**Weekly Assessment:** (must be aligned to the NYS / NYC exams):

Quiz #3 10 Short Answer Responses on the Muscular and Skeletal Systems

What have the students produced that scaffolds towards the units culminating assessment?  
(for example if the unit's culminating assessment is a newspaper – perhaps the students have written an article)

**Completion of Task #3:**

**Researching the local community for the presentation.**

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WHERE is the student going and what is expected HOOK with needed skills to experience and explore Opportunity to REVISE and RETHINK their understanding		Allow students to EVALUATE work and implications TAILOR work to student needs Be ORGANIZED to maximize engagement		
Monday	Tuesday	Wednesday	Thursday	Friday
Content Focus: The Nervous System (Part Three)-  Hook: Optical Illusion  Daily Assessment:	Content Focus: The Circulatory System (Part One)-  Hook: Bellringer Transparency (How to Relax in Traffic)  Daily Assessment:	Content Focus: The Circulatory System (Part Two)-  Hook: Quick Demonstration-Cow Heart  Daily Assessment:	Content Focus: The Circulatory System (Part Three)-  Hook: National Geographic (Visualizing Atherosclerosis)  Daily Assessment:	Content Focus: The Blood (Part One)-  Hook: Bellringer Transparency (A Friend in Need)  Daily Assessment:

Weekly Assessment (must be aligned to the NYS / NYC exams):

Chapter Exam (Covers The Cell and Skin, Muscle, and Skeletal Systems) in the style of the NYS exam with multiple choice, short answer and graphing questions.

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WHERE is the student going and what is expected HOOK with needed skills to experience and explore Opportunity to REVISE and RETHINK their understanding		Allow students to EVALUATE work and implications TAILOR work to student needs Be ORGANIZED to maximize engagement		
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Content Focus: The Blood (Part Two)-</p> <p>Hook: White Blood Cells [Online] Activity</p> <p>Daily Assessment:</p>	<p>Content Focus: The Lymphatic System</p> <p>Hook: Bellringer Transparency (Here I Come to Save the Day)</p> <p>Daily Assessment:</p>	<p>Content Focus: The Digestive System (Part One)-</p> <p>Hook: Bellringer Transparency (Pardon Me, But I Digest)</p> <p>Daily Assessment:</p>	<p>Content Focus: The Digestive System (Part Two)-</p> <p>Hook: Time-Science and History Reading and Question</p> <p>Daily Assessment:</p>	<p>Content Focus: Nutrition</p> <p>Hook: Bellringer Transparency (A World of Food)</p> <p>Daily Assessment:</p>

Weekly Assessment (must be aligned to the NYS / NYC exams):

Quiz #4 Short Answer Responses on the Circulatory System

What have the students produced that scaffolds towards the units culminating assessment?  
(for example if the unit's culminating assessment is a newspaper – perhaps the students have written an article)

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Monday	Tuesday	Wednesday	Thursday	Friday
<p>Content Focus: The Respiratory System (Part One)-</p> <p>Hook: Secondhand Smoke [Online] Activity</p> <p>Daily Assessment:</p>	<p>Content Focus: The Respiratory System (Part Two)-</p> <p>Hook: National Geographic (Visualizing Abdominal Thrusts)</p> <p>Daily Assessment:</p>	<p>Content Focus: The Excretory System (Part One)-</p> <p>Hook: Bellringer Transparency (Liquid Wastes)</p> <p>Daily Assessment:</p>	<p>Content Focus: The Excretory System (Part Two)-</p> <p>Hook: Time Science and Society (Eating Well) Reading and quick write.</p> <p>Daily Assessment:</p>	<p>Content Focus: Unit Assessment</p> <p>Hook: Bellringer Transparency (Strange Creature from Above)</p> <p>Daily Assessment:</p>

Weekly Assessment (must be aligned to the NYS / NYC exams):

Quiz #5 Short Answer Responses on the Respiratory and Excretory Systems

What have the students produced that scaffolds towards the units culminating assessment?  
(for example if the unit's culminating assessment is a newspaper – perhaps the students have written an article)

**Completion of Task #6:**

**Advertising for the final Presentation.**

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### **Unit Resources**

**Books: Glencoe New York Science, Grade 7**

**Glencoe/McGraw Hill Publishing**

**ISBN: 978-0-07-877866-7**

**In association with *National Geographic* and *Time* magazines.**

**Websites: <http://www.Glencoe.com>**

**Teacher Materials: Student Works Plus CD-ROM, “What’s Science Got To Do With It? DVD, Virtual Labs CD-ROM, Lab**

**Manager CD-ROM, Super DVD (Mindjogger Video quizzes, Video Labs, Dinah Zike Foldables, Lab Safety).**

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**Other: Laboratory Supplies- Carolina Biological Supply Company, Fisher Science Education, and others (see text).**