

Date: January 21, 2019

School Day: N/A

Learning Objectives – “Students CAN...”

- 1. ~~Analyze new concept vocabulary – Vocabulary Enhancement (BW)~~
- 2. N/A

Assessment

~~In-class completion of the notebook/bell work~~

Homework

- 1. ~~Complete week 23 vocabulary – In Class~~
- 2. Complete the ecosystem simulator lab graphing and conclusion – 1/22

Reminders / DO NOT COPY

Need make-up work, concept review, or just a quiet place to study
Room 216 / Wednesday 4:00 – 5:00. (Weger - Science students ONLY)

The teacher’s notebook is no longer available during the second semester. Students must use the information provided in the daily lesson plans for make-up.

Bell work

Using the vocabulary list provided at your seat: *Complete the five starred* terms*

For each term on the list you may do one of the following:

- Copy
- Summarize
- Provide an example

Incomplete or incorrect vocabulary will be scored accordingly.

No pictures – Text only

***Vocabulary assignments must be complete prior to notebook assessments – please plan/prepare accordingly.*

Linked Documents and Class Resource

Vocabulary 12-1 ↓

District Content Descriptor:

Construct, use, and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon. (07-PS3-5)

Fayette County
2018-19
District Content Map

- Macroscopic patterns are related to the nature of microscopic and atomic-level structure. (07-PS1-2)
- Matter is conserved because atoms are conserved in physical and chemical processes. (07-PS1-5)

Week 23: January 22 - 25, 2019

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Date: January 22, 2019

School Day: 96

Learning Objectives – “Students CAN...”

1. Current events in science – refine reading practices, comprehension and increase vocabulary (BW)
2. Ecology Unit: Ecosystems Challenge / Analyzing Data / Conclusion (Day 3)

Assessment

In-class completion of the notebook/bell work

Ecology Unit: Ecosystems Challenge / Analyzing Data / Conclusion (Day 3)

Homework

1. Complete the article Q-Review (BW) – In Class
2. Complete Eco – Simulator Lab Conclusion – 1/23

Reminders / DO NOT COPY

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Room 216 / Wednesday 4:00 – 5:00. (Weger - Science students ONLY)

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Bell work

Using good-practice reading techniques, read this week’s science article. When you finish reading, complete the article questions below.

1. What makes this organism so unique - Why are they called “sharpshooters”?
2. Why has this become a problem in ecosystems shared by this organism?
3. Applications: Naturalists (Those that study organisms and ecosystems) are confused by the sharpshooter’s behavior – Make a prediction. Why would an organism behave this way? How does it help the organism survive?

Linked Documents and Class Resource

[Ecosystems Simulator Lab Handout](#)

[Weekly Science Article: Pee Flingers](#)

[Ecosystem Lab Simulator](#)

District Content Descriptor:

Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students’ own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (07-LS1-6)

Fayette County
2018-19
District Content Map

- Within a natural system, the transfer of energy drives the motion and/or cycling of matter. (07-LS1-6)
- Matter is conserved because atoms are conserved in physical and chemical processes. (07-PS1-5)

Week 23: January 22 - 25, 2019

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Learning Objectives – “Students CAN...”

1. Use critical thinking to solve a problem. (BW)
2. Ecology Unit: Ecosystems Challenge / Lab Scoring (Day 4)

Assessment

In-class completion of the notebook/bell work
Ecology Unit: Ecosystems Challenge / Lab Scoring (Day 4)

Homework

1. Complete the week 23 challenge question (BW) – In Class
2. Complete Eco – Simulator Lab Scoring – In Class
3. Quiz 3-4: Notebook and Lab Concepts – 1/25

Reminders / DO NOT COPY

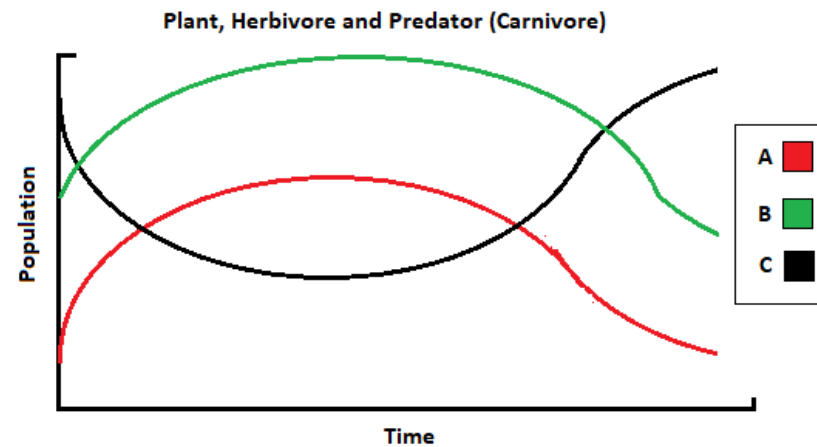
Need make-up work, concept review, or just a quiet place to study
 Room 216 / Wednesday 4:00 – 5:00. (Weger - Science students ONLY)

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Bell work

Complete today’s challenge question in the notebook. When you finish, **record your answer on a small piece of paper and place it in the solutions chest at the front of the room.**

Observe the graph – Which one is the plant, herbivore, and predator?



Linked Documents and Class Resource

[Labs Scoring Rubric](#)

[Eco – Simulator Lab Sample](#)

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*Fayette County
 2018-19
 District Content Map*

- Within a natural system, the transfer of energy drives the motion and/or cycling of matter. (07-LS1-6)
- Matter is conserved because atoms are conserved in physical and chemical processes. (07-PS1-5)

Date: January 24, 2019

School Day: 98

Learning Objectives – “Students CAN...”

1. Analyze and respond to this week’s YouTube (Q-Review) BW
2. Limiting Factors: Cause & Effect – Impacts of Change (Writing¹)

Assessment

In-class completion of the notebook/bell work
Limiting Factors: Cause & Effect – Impacts of Change (Writing¹)

Homework

1. Complete the video Q-Review (BW) – In Class
2. Complete the Limiting Factors Activity – In Class
3. Quiz 3-4: Notebook and Lab Concepts – 1/25

Reminders / DO NOT COPY

Need make-up work, concept review, or just a quiet place to study
Room 216 / Wednesday 4:00 – 5:00. (Weger - Science students ONLY)

The teacher’s notebook is no longer available during the second semester. Students must use the information provided in the daily lesson plans for make-up.

Bell work

YouTube Science – Watch the video and respond to the questions below.

Using the information provided – Can you figure out what caused the event? In order to solve this mystery, you will need to consider limiting factors, and population ecology. Begin by reading the mystery description.



Video LINK

Linked Documents and Class Resource

[Texas Mosquito Mystery:](#)
[Crash Course Science](#)

[Weekly Science Video:](#)
[Texas Mosquito Mystery](#)

[Mystery Supplement:](#)
[What we Know!](#)

District Content Descriptor:

Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students’ own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (07-LS1-6)

Fayette County
2018-19
District Content Map

- Within a natural system, the transfer of energy drives the motion and/or cycling of matter. (07-LS1-6)
- Matter is conserved because atoms are conserved in physical and chemical processes. (07-PS1-5)

Date: January 25, 2019

School Day: 99

Learning Objectives – “Students CAN...”

1. Sharing Ideas – Write a paragraph in your science journal using the BW writing prompt.
2. Quiz 3-4: Lab and notebook concept mastery check (Summative)

Assessment

In-class completion of the notebook/bell work
Quiz 3-4: Lab and notebook concept mastery check (Summative)

Homework

1. Complete the science journal entry (BW) – In Class
2. Complete the

Reminders / DO NOT COPY

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Room 216 / Wednesday 4:00 – 5:00. (Weger - Science students ONLY)

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Bell work

Science Journal: Week 23

Complete a paragraph containing no less than five additional sentences that continue the lead below.

What would I give up to help share our planet with the other organisms that live here?

Linked Documents and Class Resource

Electrolysis Lab Handout ↓ *Quiz 3-3**

[Ecosystem Lab Simulator](#)

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*Fayette County
2018-19
District Content Map*

- Within a natural system, the transfer of energy drives the motion and/or cycling of matter. (07-LS1-6)
- Matter is conserved because atoms are conserved in physical and chemical processes. (07-PS1-5)

Week 23: January 22 - 25, 2019

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Vocabulary 12-1: Ecosystems Unit

Complete the vocabulary by copying, summarizing or providing an example for each of the starred terms (*).

Term	Definition
<i>Autotroph</i>	<i>Organisms that can produce their own food</i>
Commensalism	An association between two organisms in which one benefits and the other derives neither benefit nor harm
Consumers	An organism that must eat something else to survive: Ecology
Ecosystem*	A biological community of interacting organisms and their physical environment
Food Chain	A <i>hierarchical</i> series of organisms each dependent on the next as a source of food
Habitat*	The natural home or environment of an animal, plant, or other organism
Herbivores	An animal that feeds on plants
<i>Hierarchy</i>	<i>A system in which members of an organization or society are ranked according to relative status or authority</i>
Invasive Species	Organisms that tend to spread quickly and undesirably or harmfully
Limiting Factors	An environmental factor that limits the growth or activities of an organism
Mutualism	Symbiosis that is beneficial to both organisms involved
Niche	A position or role taken by a kind of organism within its community
Omnivores*	An animal that eats food of both plant and animal origin
Parasitism	A relationship between two organisms in which one organism (the parasite) benefits and the other (the host) is harmed
Predators*	An animal that lives by killing and eating other animals
Producers*	An autotrophic organism that serves as a source of food for other organisms in a food chain
Scavenger	An animal that feeds on dead organisms, especially a carnivorous animal that eats dead animals rather than or in addition to hunting live prey
Symbiosis	Interaction between two different organisms living in close physical association, typically to the advantage of both
Trophic Cascade*	Powerful indirect interactions that can change an entire ecosystem.

Lab Scoring Rubric / Conclusion² - Using the outline below – Review each section for the key components and score accordingly.

A. Experimental Question: <i>An inquiry based on cause and effect, where the solution is tested by changing a variable.</i>			
<u>10</u> (3 of 3) Complete	<u>7</u> (2 of 3) Incomplete	<u>3</u> (1 of 3) Not Supported	<u>0</u> (No Response)
1. The student has introduced an idea in the form of a question . 2. The idea has been defined into an independent and dependent variable. 3. The dependent variable is measurable (qualitative or quantitative data).		The student has reported OTHER information that has no clear connection to a measurable investigation.	
B. Hypothesis: <i>A reasonable prediction based on prior experiences and common-sense logic.</i>			
<u>10</u> (2 of 2) Complete	<u>7</u> (1 of 2) Incomplete	<u>3</u> (0 of 3) Not Supported	<u>0</u> (No Response)
1. The student has a predicted outcome for this experiment. 2. The student has explained why the prediction could be true using an applicable experience or reasonable logic.		The student has reported OTHER information that has no clear connection to a possible result for this experiment.	
C. Data: <i>Facts and statistics collected during an intentionally designed experiment for reference or analysis.</i>			
<u>10</u> (3 of 3) Complete	<u>7</u> (2 of 3) Incomplete	<u>3</u> (1 of 3) Not Supported	<u>0</u> (No Response)
1. The student has provided applicable data – <i>meaning the data</i> attempts to answer the question. (<i>numbers or descriptive observation</i>) 2A. The student has provided more than one data set as a means to compare/define the <u>change</u> in the dependent variable. 2B. The change has been defined using a method of calculation.		The student has reported OTHER information that may be related to the results, but does not contain measurements or appropriate data that support a tested solution for this lab.	
D. Summary: <i>A judgment or decision reached by critical reasoning</i>			
<u>10</u> (3 of 3) Complete	<u>7</u> (2 of 3) Incomplete	<u>3</u> (1 of 3) Not Supported	<u>0</u> (No Response)
1. The student has confirmed or corrected the hypothesis . 2. The student has shared a true, measured relationship about the <u>dependent variable</u> that is consistent with the data presented. 3. The student has provided a demonstration of how the relationship works using measured data – to confirm the hypothesis is true, or has been corrected.		The student has reported OTHER information that may be related to the results, but does not contain measurements or appropriate data that support a tested solution for this lab.	

