

Learning Objectives – “Students CAN...”

1. Analyze new concept vocabulary – Vocabulary Enhancement (BW)
2. Eco-Puzzle: Stuff Happens Web Video Series (Backyard) - Handout

Assessment

In-class completion of the notebook/bell work
Eco-Puzzle: Stuff Happens Web Video Series (Backyard) - Handout

Homework

1. Complete week 24 vocabulary – In Class
2. Complete the eco-mystery handout / Evidences based theories – 1/29
3. Notebook Assessment 3-2: Partner Review – 1/30

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)

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

[Eco-Puzzle: Stuff Happens Video Series \(Backyard\)](#) Vocabulary 12-1² ↓

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)

Learning Objectives – “Students CAN...”

1. Current events in science – refine reading practices, comprehension and increase vocabulary (BW)
2. Ecology Unit: Texas Mosquito Mystery – Small Group Presentations (Group Work)

Assessment

In-class completion of the notebook/bell work
Ecology Unit: Texas Mosquito Mystery – Small Group Presentations (Group Work)

Homework

1. Complete the Article Q-Review – In Class
2. Complete the eco-mystery handout / Presentation – 1/31
3. Notebook Assessment 3-2: Partner Review – 1/30

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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 is occurring in New York City’s – Jamaica Bay?**
2. **What is the definition of “resilience” according to this article?**
3. **Explain one of the two ideas proposed to save Jamaica Bay.**
4. **Other than the cost – what “tipping points” are also areas of concern for those living in the area?**

Linked Documents and Class Resource

[The Texas Mosquito Mystery: Ecology](#)

[Weekly Article: Climate Resilience – Emerging Impact](#)

[Google Slides PPT Template](#)

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Learning Objectives – “Students CAN...”

1. Use critical thinking to solve a problem. (BW)
2. Notebook Assessment 3-2: Partner Review

Assessment

In-class completion of the notebook/bell work
Notebook Assessment 3-2: Partner Review

Homework

1. Complete the week 24 challenge question (BW) – In Class
2. Complete the eco-mystery handout / Presentation – 1/31
3. Quiz 3-4: Notebook and Lab Concepts – 2/1

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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.**

Limiting factor – An environmental factor that limits the size of a population.

Identify an example of a limiting factor – In the notebook, explain how your response acts as a limiting factor.

Linked Documents and Class Resource

[NB Assessment Rubric](#)

[The Texas Mosquito Mystery: Ecology](#)

[Google Slides PPT Template](#)

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Learning Objectives – “Students CAN...”

1. Analyze and respond to this week’s YouTube (Q-Review) BW
2. Ecology Unit: Texas Mosquito Mystery – Small Group Presentations

Assessment

In-class completion of the notebook/bell work

Ecology Unit: Texas Mosquito Mystery – Small Group Presentations

Homework

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

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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.



Video LINK

Linked Documents and Class Resource

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

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

[The Texas Mosquito](#)
[Mystery: Ecology](#)

[Google Slides PPT Template](#)

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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

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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

Science Journal: Week 24

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

*Quiz 3-4**

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Vocabulary 12-1²: 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.
Homeostasis*	the tendency toward a relatively stable equilibrium between interdependent elements
Equilibrium	a state in which opposing forces or influences are balanced