

<p>Learning Objectives – “Students CAN...”</p> <ol style="list-style-type: none"> Analyze new concept vocabulary – Vocabulary Enhancement (BW) Ecology Unit: Texas Mosquito Mystery – Small Group Presentations (Group Work) 	<p>Assessment</p> <p>In-class completion of the notebook/bell work</p> <p><i>Ecology Unit: Texas Mosquito Mystery – Small Group Presentations (Group Work)</i></p>
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<p>Homework</p> <ol style="list-style-type: none"> Complete week <u>25</u> vocabulary – In Class Complete the TTM presentation (Google Slides) – 2/5 Notebook Assessment 3-2: Partner Review – 2/6 <hr/> <p>Reminders / DO NOT COPY</p> <p>Need make-up work, concept review, or just a quiet place to study Room 216 / Wednesday 4:00 – 5:00. (Weger - Science students ONLY)</p>	<p>Bell work</p> <p>Using the vocabulary list provided at your seat: <i>Complete the five starred* terms</i></p> <table border="1" data-bbox="940 492 1944 704"> <tr> <td data-bbox="940 492 1549 704"> <p>For each term on the list you may do <u>one</u> of the following:</p> <ul style="list-style-type: none"> Copy Summarize Provide an example </td> <td data-bbox="1549 492 1944 704"> <p>Incomplete or incorrect vocabulary will be scored accordingly.</p> <p>No pictures – Text only</p> </td> </tr> </table> <p><i>**Vocabulary assignments must be complete prior to notebook assessments – please plan/prepare accordingly.</i></p>	<p>For each term on the list you may do <u>one</u> of the following:</p> <ul style="list-style-type: none"> Copy Summarize Provide an example 	<p>Incomplete or incorrect vocabulary will be scored accordingly.</p> <p>No pictures – Text only</p>
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<p>Linked Documents and Class Resource</p> <p>Google Slides PPT Template*</p>	<p>The Texas Mosquito Mystery: Ecology Vocabulary 13-1 ↓ Presentation Rubric</p>
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<p>District Content Descriptor:</p> <p>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)</p> <hr/> <ul style="list-style-type: none"> 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) 	<p><i>Fayette County 2018-19 District Content Map</i></p>
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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

Assessment

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

Homework

1. Complete the Article Q-Review – In Class
2. Complete the TTM presentation (Google Slides) – In Class
3. Notebook Assessment 3-2: Partner Review – 2/6

Reminders / DO NOT COPY

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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. **Explain how this innovation works?** What does it do?
2. **What was its original intended use?**
3. **How well does the new device work?** Provide a supporting statement from the article.
4. **What’s next for Xudong Wang and his new nanogenerators?**

Linked Documents and Class Resource

[The Texas Mosquito Mystery: Ecology](#)

[Weekly Article: Nano-Bandages](#)

[Presentation Rubric](#)

[Google Slides PPT Template*](#)

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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)

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 25 challenge question (BW) – In Class
2. Complete the eco-mystery handout / Presentation – 1/31
3. Quiz 3-5: Notebook and Lab Concepts – 2/8

Reminders / DO NOT COPY

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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.**

Adaptation – A characteristic of an organism that provides an advantage making survival easier.

Identify an example of an adaptation – In the notebook, explain how your response assist the organism in survival.

Linked Documents and Class Resource

[NB Assessment Rubric](#)

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Learning Objectives – “Students CAN...”

1. Analyze and respond to this week’s YouTube (Q-Review) BW
2. Tenebrio Lab: Primary Observation - Lab Question/Hypothesis – Day 1

Assessment

In-class completion of the notebook/bell work

Tenebrio Lab: Primary Observation - Lab Question/Hypothesis – Day 1

Homework

1. Complete the video Q-Review (BW) – In Class
2. Complete the experimental design for the Tenebrio Lab – 2/12
3. Quiz 3-5: Notebook and Lab Concepts – 2/8

Reminders / DO NOT COPY

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Bell work

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

1. What do we call the overlapping food chains found in an ecosystem?
2. Using our vocabulary – what type of symbiosis does the spider monkey have with the plants from which it feeds?
3. Why do mushrooms/fungi appear at the top of an ecosystem instead of the bottom?
4. What happens when an ecosystem can no longer support the organisms living there?

Linked Documents and Class Resource

[Tenebrio Lab: Observations & Insect Diagram](#) [Weekly Video: Crash Course Ecology #2](#)

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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 3-5: Lab and notebook concept mastery check (Summative)

Assessment

In-class completion of the notebook/bell work

Quiz 3-5: Lab and notebook concept mastery check (Summative)

Homework

1. Complete the science journal entry (BW) – In Class
2. Grade sheets must be signed by a parent/guardian and returned – 2/12
3. Complete the experimental design for the Tenebrio Lab – 2/12

Bell work

Science Journal: Week 25

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

If organisms adapt/change in response to their environment, then how does a human adapt?

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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.

Linked Documents and Class Resource

[Tenebrio Lab: Observations & Insect Diagram](#) Quiz 3-5*

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Vocabulary 13-1: Ecosystems Unit

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

Term	Definition
Abdomen	<i>the part of the body of a vertebrate containing the digestive organs; the belly.</i>
Anal Leg	<i>A stabilizing claw/foot found at the end of the abdomen, used for movement</i>
Antennae	<i>Sensory organs found primarily on the head of an insect</i>
Auditory	<i>Relating to a response to sound (loud, soft, or changes in noise level)</i>
Entomology*	<i>The study of insects – origins, physiology, and adaptive behaviors</i>
Insect*	<i>Any organism having three body segments and six legs</i>
Kinesthetic*	<i>An organism's awareness of its surroundings as it moves</i>
Olfactory*	<i>Relating to a response to smell (strong, weak or absence of stimuli)</i>
Simple Eye	<i>a small eye of an insect or other arthropod which has only one lens</i>
Spiracle	<i>an external respiratory opening, especially each of a number of pores on the body of an insect</i>
Stimuli*	<i>A response to a change in an environment (internal or external)</i>
Tactile*	<i>Relating to a response to touch (direct, indirect)</i>
Taste	<i>Relating to a response to flavor (bitter, sweet, bland, etc)</i>
Tenebrio Larvae	<i>Mealworms are the larval form of the mealworm beetle, Tenebrio molitor, a species of darkling beetle.</i>
Thorax	<i>the part of the body of a mammal between the neck and the abdomen,</i>
Visual	<i>Relating to a response to sight (light, dark, changes in color)</i>

Texas Mosquito Mystery / Google Slides – Scoring Rubric

Objective: Solve an ecological mystery by proposing a theory, and then supporting that theory with actual evidences researched from the inter-web.

Slide 1	Slide 2	Slide 3	Slide 4
The Event Description <i>Provided in SAMPLE</i>	The Primary Factor	The Secondary Factor	Summary of Evidence