**Monday January 14, 2019**

Living Earth: Week 20 Day 90

**Standard**: DNA/mutations

**Learning Target**: Use proper lab techniques to extract your own DNA. Write a lab report and answer a prompt in complete sentences.

**Essential Question:** How are you able to see your own DNA?

**Agenda:**

**Tuesday January 15, 2019**

Living Earth: Week 20 Day 91

# Ms. Cruz (Student Teacher Day 1)

**Standard**: DNA/mutations

**Learning Target**: Watch a Ted-talk to gain more background information about DNA and then participate in an activity about scientists and perception of scientists. Set-up notebooks for Semester 2.

**Essential Question:** What is your perception of scientists?

**Agenda:**

1. “Twisting Tale of DNA” (TedTalk)

2. “Scientist Activity”

3. Notebook Set-up

**Wednesday January 16, 2019**

Living Earth: Week 20 Day 92

# Ms. Cruz

**Standard**: Mutations

**Learning Target**: Watch “Amoeba Sisters: Mutations” to learn about how mutations work and write Cornell notes about the different types of mutations. Summarize.

**Essential Question:** What are the different types of mutations? Are they harmful?

**Agenda:**

1. “Mutations” Amoeba Sisters

2. Mutation Notes (p. 1)

3. Summarize

**Thursday January 17, 2019**

Living Earth: Week 20 Day 93

# Ms. Cruz

**Standard**: Mutations

**Learning Target**: Mark and highlight Cornell notes and share out summaries. Match mutation “stories” to definitions and discuss. Answer analysis questions.

**Essential Question:** What are the different types of mutations? Are they harmful?

**Agenda:**

1. Mark notes (p. 1)

2. Summary share-out

3. “Mutation Stations” (p. 2)

4. Analysis questions

**Friday January 18, 2019**

Living Earth: Week 20 Day 94

# Ms. Cruz

**Standard**: Mutations

**Learning Target**: Read scientific information online to complete a “webquest” discussing various examples of mutations.

**Essential Question:** What are the different types of mutations? Are they harmful?

**Agenda:**

1. “Mutation Exploration” (p. 3)

**Tuesday, January 22, 2019**

Biology Week 21 Day 95

# Ms. Cruz (Mr. Last Observation)

**Standard**: Mutations

**Learning Target**: Read a scientific article, annotate, evaluate and discuss. Watch a video clip about albinism and summarize and write a reflection about a second video clip.

**Essential Question:** What can go wrong with DNA? Are the effects harmful or beneficial?

**Agenda:**

1. Pinky Article (P. 4) – Read
2. Annotate
3. Analyze
4. Video Clip – Reflection

**Wednesday, January 23, 2019**

Biology Week 21 Day 96

# Ms. Cruz

**Standard**: Mutations

**Learning Target**: Read a scientific article, annotate, evaluate and discuss. Watch a video clip about albinism and summarize and write a reflection about a second video clip.

**Essential Question:** What can go wrong with DNA? Are the effects harmful or beneficial?

**Agenda:**

1. Period 1: Albinism video and reflection (P. 4) Period 2: Rattler Report

2. Discuss Pinky – review expectations for Page 4

3. Finish P. 3 (Mutation Exploration Webquest)

**Thursday, January 24, 2019**

Biology Week 21 Day 97

# Ms. Cruz

**Standard**: Traits

**Learning Target**: Define traits and discuss different ones. Determine prevalence of certain traits by collecting class data.

**Essential Question:** What traits do you have? Where did you get the traits that you have?

**Agenda:**

1. Mr. Omier

2. p. 5 Traits (definition and chart)

**Friday, January 25, 2019**

Biology Week 21 Day 98

# Ms. Cruz

**Standard**: Traits

**Learning Target**: Define traits and discuss different ones. Determine prevalence of certain traits by collecting class data.

**Essential Question:** What traits do you have? Where did you get the traits that you have?

**Agenda:**

1) Traits (definition and chart) – p. 5

2) Summary

3) Definitions (p. 6)

**Monday, January 26, 2019**

Biology Week 22 Day 99

# Ms. Cruz

**Standard**: Mendel

**Learning Target**: Determine the validity of statements and write key facts from a PowerPoint about Mendel and his laws. Summarize the notes.

**Essential Question:** What are Mendel’s Laws and how do they affect heredity?

**Agenda:**

1) “Hit or Myth?”

2) Mendel PowerPoint (p. 7)

3) Summary (p. 7)

**Tuesday, January 29, 2019**

Biology Week 22 Day 100

# Ms. Cruz

**Standard**: Mendel

**Learning Target**: Students will share out summaries written to explain Mendel’s Laws and how they affect heredity and then will determine possible genotypes and phenotypes using Punnett Squares to make predictions.

**Essential Question:** What are Mendel’s Laws and how do they affect heredity?

**Agenda:**

1) Discuss summaries (p. 7)

2) SpongeBob Punnett Squares (p. 8)

**Wednesday, January 30, 2019**

Biology Week 22 Day 101

# Ms. Cruz (Filming Day)

**Standard**: Mendel

**Learning Target**: Students will find genotypes of their Superheros using a penny to randomly determine alleles and will apply Mendel’s Laws to draw phenotypes of their Superheros that represent the genotypes.

**Essential Question:** What are Mendel’s Laws and how do they affect heredity?

**Agenda:**

1) Use Mendel’s Law of Dominance to determine traits of your Superhero.

2) Draw your Superhero

**Thursday, January 31, 2019**

Biology Week 22 Day 102

# Ms. Cruz

**Standard**: Mendel

**Learning Target**: Students will find genotypes of their Superheros using a penny to randomly determine alleles and will apply Mendel’s Laws to draw phenotypes of their Superheros that represent the genotypes. Discuss Punnett square problems from Monday and practice making genetic predictions using monohybrid Punnett squares.

**Essential Question:** What are Mendel’s Laws and how do they affect heredity?

**Agenda:**

1) Draw your Superhero

2) Check Spongebob paper (p. 8)

3) Monohybrid Crosses (p. 9)

**Friday, February 1, 2019**

Biology Week 22 Day 103

# Ms. Cruz

**Standard**: Mendel

**Learning Target**: Discuss Punnett square problems from and write notes of Mendel’s Laws. Practice a dihybrid cross (2 traits).

**Essential Question:** What are Mendel’s Laws and how do they affect heredity?

**Agenda:**

1) Check Monohybrid Crosses (p. 9)

2) Mendel Notes (3 laws and 16-square dihybrid) p. 10

3) Turn in notebooks

**Monday, February 4, 2019**

Living Earth Week 23 Day 104

# Ms. Cruz

**Standard**: Mendel

**Learning Target**: Complete notes of how to complete a dihybrid cross (2 traits). Practice dihybrid problems using the color and action of mice as examples.

**Essential Question:** What are Mendel’s Laws and how do they affect heredity?

**Agenda:**

1) Complete Mendel Notes (3 laws and 16-square dihybrid) p. 10

2) Dihybrid Mice (p. 11)

**Tuesday, February 5, 2019**

Living Earth Week 23 Day 105

# Ms. Cruz (Mr. Last Observation #2)

**Standard**: Non-Mendelian Genetics

**Learning Target**: Apply principles of incomplete dominance and codominance in order to solve genetics problems and complete a practice worksheet.

**Essential Question:** What are exceptions to Mendel’s Laws?

**Agenda:**

1) Amoeba Sisters “Incomplete and Codominance”

2) Incomplete and Codominance worksheet (p. 12)

3) Incomplete and Codominance challenge

**Wednesday, February 6, 2019**

Living Earth Week 23 Day 106

# Ms. Cruz

**Standard**: Non-Mendelian Genetics

**Learning Target**: Apply principles of incomplete dominance and codominance in order to solve genetics problems and complete a practice worksheet.

**Essential Question:** What are exceptions to Mendel’s Laws?

**Agenda:**

1) Finish Incomplete and Codominance worksheet (p. 12)

2) Incomplete and Codominance challenge

3) Check/Review p. 11 (Dihybrid Mice)

**Thursday, February 7, 2019**

Living Earth Week 23 Day 107

# Ms. Cruz

**Standard**: Non-Mendelian Genetics

**Learning Target**: Answer review questions about genetics problems to prepare for the test and write Cornell notes about sex-linked traits and pedigrees.

**Essential Question:** What are exceptions to Mendel’s Laws?

**Agenda:**

1) Incomplete and Codominance challenge

2) Sex-linked traits and pedigrees notes (p. 14)

**Friday, February 8, 2019**

Living Earth Week 23 Day 108

# Ms. Cruz

**Standard**: Non-Mendelian Genetics

**Learning Target**: Write Cornell notes about sex-linked traits and practice completing pedigree problems.

**Essential Question:** What are exceptions to Mendel’s Laws?

**Agenda:**

1) Sex-linked traits and pedigrees notes (p. 14)

2) Pedigree Problems (p. 15)

**Monday, February 11, 2019**

Living Earth Week 24 Day 109

# Ms. Cruz

**Standard**: Non-Mendelian Genetics

**Learning Target**: Practice completing pedigree problems and review for the test by answering questions independently on whiteboards.

**Essential Question:** What are exceptions to Mendel’s Laws?

**Agenda:**

1) Pedigree Problems (p. 15)

2) White board review

**Tuesday, February 12, 2019**

Living Earth Week 24 Day 110

# Ms. Cruz

**Standard**: Non-Mendelian Genetics

**Learning Target**: Demonstrate understanding of Mendel’s Laws and exceptions to Mendel’s laws by scoring well on an exam.

**Essential Question:** How well did you study?

**Agenda:**

1) Genetics Test

**Wednesday, February 13, 2019**

Living Earth Week 24 Day 111

# Ms. Cruz

**Standard**: Genetic Engineering

**Learning Target**: Brainstorm what scientists may be able to do now that they understand DNA. Write facts from a video clip about genetic engineering and write Cornell notes from a PowerPoint.

**Essential Question:** How and why do scientists manipulate DNA?

**Agenda:**

1) Genetic Engineering Video (5 facts) – p. 15

2) Genetic Engineering notes – 10 facts (p. 15)

**Thursday, February 14, 2019**

Living Earth Week 24 Day 112

# Ms. Cruz

**Standard**: Genetic Engineering

**Learning Target**: Write facts from a video clip about genetic engineering and write Cornell notes from a PowerPoint. Summarize the notes and start designing your own GMO.

**Essential Question:** How and why do scientists manipulate DNA?

**Agenda:**

1) Finish Genetic Engineering notes (p. 15)

2) Summarize

**Tuesday, February 19, 2019**

Living Earth Week 25 Day 113

# Ms. Cruz

**Standard**: Genetic Engineering

**Learning Target**: Design your own GMO and “sell” it to the class.

**Essential Question:** How and why do scientists manipulate DNA?

**Agenda:**

1) Finish GMO’s

2) Present

**Wednesday, February 20, 2019**

Living Earth Week 25 Day 114

# Ms. Cruz

**Standard**: Genetic Engineering

**Learning Target**: Read and annotate a scientific article. Read examples of gene therapy and create a whiteboard presentation. Present and write a justification for your answer to the essential question.

**Essential Question:** Was it ethical to use Henrietta Lack’s cells without her permission?

**Agenda:**

1) Read article

2) Mark article

3) Read Gene Therapy examples

4) Make whiteboard presentations

5) Present

6) Write reflection (p. 16)

**Thursday, February 21, 2019**

Living Earth Week 25 Day 115

# Ms. Cruz

**Standard**: Genetic Engineering/Adaptations

**Learning Target**: Write a justification for your answer to the essential question from the Henrietta Lacks article. Watch a video clip on adaptations, write an example of an adaptation and collaborate to categorize it as behavioral or structural. Write key facts from a PowerPoint about Natural Selection.

**Essential Question:** Was it ethical to use Henrietta Lack’s cells without her permission?

**Agenda:**

1) Reflection (p. 16) (Period 2 – 2 more presentations)

2) <https://www.youtube.com/watch?v=5WECs5-jNlc>

3) Post-it note adaptations (2 each)

4) Natural Selection PowerPoint (p. 17)

**Friday, February 22, 2019**

Living Earth Week 25 Day 116

# Ms. Cruz

**Standard**: Adaptations/Evolution

**Learning Target**: Write predictions about plant adaptations and add facts from a video on natural selection. Write key facts from a PowerPoint about Natural Selection.

**Essential Question:** How can adaptations help an organism survive?



**Agenda:**

1) Plant adaptations warm-up

2) Add 7 facts from video

3) Natural Selection PowerPoint (p. 17)

**Monday, February 25, 2019**

Living Earth Week 26 Day 117

# Ms. Cruz

**Standard**: Natural Selection

**Learning Target**: Understand how evolution works based on the principles of natural selection through hypothesizing about the adaptive advantages of the peacock and from writing key facts about natural selection from a PowerPoint.

**Essential Question:** How does natural selection explain how evolution works?



**Agenda:**

1) Peacock warm-up (Just discuss):

2) Natural Selection PowerPoint (p. 17)

3) Summary (p. 17)

**Tuesday, February 26, 2019**

Living Earth Week 26 Day 118

# Ms. Cruz

**Standard**: Adaptations/Evolution

**Learning Target**: Read, analyze and discuss a scientific article about the evolution of squid eyes.

**Essential Question:** How has the Sperm Whale influenced the evolution of Giant Squid eyes?

**Agenda:**

1. Read article
2. Mark/annotate (p. 18)
3. Analysis questions (p. 18)

**Wednesday, February 27, 2019**

Living Earth Week 26 Day 119

# Ms. Cruz

**Standard**: Adaptations/Evolution

**Learning Target**: Identify and label squid anatomy and make predictions about how the structures aid in survival. Explore the squid.

**Essential Question:** How would the anatomical structures of the squid aid its survival?

**Agenda**

1)Label structures

2) Examine squid (pen, beak, chromatophores etc.)

3) Adaptation chart

4) Clean up

**Thursday, February 28, 2019**

Living Earth Week 26 Day 120

# Ms. Cruz

**Standard**: Adaptations/Evolution

**Learning Target**: Complete linking anatomical structures of squid with their adaptation and listen to information about Evolution and Natural Selection from the Discovery.com website. Answer questions and complete activities on the website to review evolution and to evaluate and give feedback on the website/lesson itself.

**Essential Question:** How would the anatomical structures of the squid aid its survival?

**Agenda**

1)Complete Squid adaptation chart

2) “Thinking about Evolution” Discovery lesson

**Friday, March 1, 2019**

Living Earth Week 26 Day 121

# Ms. Cruz

**Standard**: Adaptations/Evolution

**Learning Target**: Evaluate and give feedback on the Discovery.com website/lesson on evolution.

**Essential Question:** How did eyes evolve?

**Agenda**

1) Submit Discovery Lesson 1

2) Complete feedback form for Discovery.com lesson

3) Evolve: “Eyes” (with paper)

**Monday, March 4, 2019**

Living Earth Week 27 Day 122

# Ms. Cruz

**Standard**: Evolution

**Learning Target**: Explore evolution of the eye through watching a video and answering questions.

**Essential Question:** How did eyes evolve?

**Agenda**

1) Finish Evolve “Eye”

2) Introduction to Discovery lesson 2

**Tuesday, March 5, 2019**

Living Earth Week 27 Day 123

# Ms. Cruz

**Standard**: Evolution

**Learning Target**: Read, answer questions and complete a simulation to compare and contrast natural selection and artificial selection.

**Essential Question:** What is the difference between natural selection and artificial selection?

**Agenda**

1) Discovery lesson 2(Natural Selection vs. Artificial Selection)

2) Survey #2

**Wednesday, March 6, 2019**

Living Earth Week 27 Day 124

# Ms. Cruz

**Standard**: Evolution

**Learning Target**: Complete a survey to evaluate a lesson, watch a video and answer questions about the evolution of dogs.

**Essential Question:** What is the difference between natural selection and artificial selection?

**Agenda**

1) Natural Selection vs. Artificial Selection (Survey #2)

2) Started “Dogs Decoded”

**Thursday, March 7, 2019**

Living Earth Week 27 Day 125

# Ms. Cruz

**Standard**: Evolution

**Learning Target**: Watch a video and answer questions about the evolution of dogs and answer questions. Take a quiz about the evolution of dogs and then discuss examples of different types of evidence for evolution.

**Essential Question:** What is evidence that dogs co-evolved with humans?

**Agenda**

1) “Dogs Decoded” – finished

2) “Dogs Decoded” Quiz

**Friday, March 8, 2019**

Living Earth Week 27 Day 126

# Ms. Cruz

**Standard**: Evolution

**Learning Target**: Understand the types of evidence that support/explain evolution and practice comparing embryology and amino acid sequences.

**Essential Question:** What types of evidence support evolution?

**Agenda**

1) “Stated Clearly” Evidence for Evolution

2) Amino Acid comparisons (p. 20)

**Monday, March 11, 2019**

Living Earth Week 28 Day 127

# Ms. Cruz

**Standard**: Evolution

**Learning Target**: Write key facts from a PowerPoint about speciation.

**Essential Question:** How do different species evolve from a common ancestor?

**Agenda**

1) Speciation PPT (p. 21)

**Tuesday, March 12, 2019**

Living Earth Week 28 Day 128

# Ms. Cruz

**Standard**: Evolution

**Learning Target**: Match organisms with analogous structures to show convergent evolution. Write key facts from a PowerPoint about speciation.

**Essential Question:** Why do some unrelated organisms have similar characteristics?

**Agenda**

1) Convergent Evolution Chart (p. 22)

2) Speciation PPT (p. 21)

**Wednesday, March 13, 2019**

Living Earth Week 28 Day 129

# Ms. Cruz

**Standard**: Evolution

**Learning Target**: Write key facts from a PowerPoint about speciation.

**Essential Question:** Why do some unrelated organisms have similar characteristics?

**Agenda**

1) Speciation PPT (p. 21)

**Thursday, March 14, 2019**

Living Earth Week 28 Day 130

# Ms. Cruz

**Standard**: Evolution

**Learning Target**: Brainstorm ideas about the evolution of giraffe’s necks and use knowledge of adaptations to create an organism that can likely survive in the environment.

**Essential Question:** How does the environment drive evolution?

**Agenda**

1) Speciation PPT (p. 21)

**Friday, March 15, 2019**

Living Earth Week 28 Day 131

# Ms. Cruz

**Standard**: Evolution

**Learning Target**: Write key facts from a PowerPoint about speciation.

**Essential Question:** Why do some unrelated organisms have similar characteristics?

**Agenda**

1) Finish/share creatures

2) Video (<https://www.youtube.com/watch?v=RFMP2oDuT-I>) – Cladograms

3) Test Lesson: reading and cladograms

4) Analysis

**Monday, March 18, 2019**

Living Earth Week 29 Day 132

# Ms. Cruz

**Standard**: Evolution

**Learning Target**: Fix/discuss creatures and their adaptations from last week. Write key facts from a PowerPoint about speciation and sketch components for Hardy-Weinberg. Watch video clips for clarification.

**Essential Question:** What is the Hardy-Weinberg Equilibrium?

**Agenda**

1) Fix creatures (turn in)/ Catch up lesson on cladograms (period 2)

2) Speciation PPT continued (p. 21)

**Tuesday, March 19, 2019**

Living Earth Week 29 Day 133

# Ms. Cruz

**Standard**: Evolution

**Learning Target**: Finish discussing and writing key facts from a PowerPoint on Speciation and Population genetics and watch a video clip. Organize pieces of the peppered moth example to explain how their population evolved.

**Essential Question:** How do new species come about?

**Agenda**

1) Finish Speciation PPT (p. 21)

2) Moth Matching (envelopes)

**Wednesday, March 20, 2019**

Living Earth Week 29 Day 134

# Ms. Cruz

**Standard**: Evolution

**Learning Target**: Interpret a cladogram, watch video clips and write answers to questions about human evolution.

**Essential Question:** How have humans evolved?

**Agenda**

1) Human Evolution (p. 24)

**Thursday, March 21, 2019**

Living Earth Week 29 Day 135

# Ms. Cruz

**Standard**: Evolution

**Learning Target**: Demonstrate understanding of natural selection by scoring well on a quiz and watch video clips and write answers to questions about human evolution.

**Essential Question:** How have humans evolved?

**Agenda**

1) Natural Selection Quiz (Moths)

2) Human Evolution (p. 24)

**Friday, March 22, 2019**

Living Earth Week 29 Day 136

# Ms. Cruz

**Standard**: Evolution

**Learning Target**: Watch video clips and write answers to questions about human evolution. Check notebooks for order and completion to prepare for the test next week.

**Essential Question:** How have humans evolved?

**Agenda**

1) Human Evolution (p. 24)

2) Notebook “walk-through”

**Monday, March 25, 2019**

Living Earth Week 30 Day 137

# Ms. Cruz

**Standard**: Evolution

**Learning Target**: Qualitatively and quantitatively collect data from various skulls to determine relatedness and placement on a phylogenetic tree.

**Essential Question:** How have humans evolved?

**Agenda**

1) Practice measurements (measure water bottles and check averages)

2) Read lab background information

3) Start data collection as class with skull “G”

**Tuesday, March 26, 2019**

Living Earth Week 30 Day 138

# Ms. Cruz

**Standard**: Evolution

**Learning Target**: Demonstrate understanding of evolution and demonstrate organization and completion of your notebook by scoring well on an open-note test.

Qualitatively and quantitatively collect data from various skulls to determine relatedness and placement on a phylogenetic tree.

**Essential Question:** How have humans evolved?

**Agenda**

1) Evolution Test (Notebook Check #3)

2) Data collection as class with skull “G”

**Wednesday, March 27, 2019**

Living Earth Week 30 Day 139

# Ms. Cruz

**Standard**: Evolution

**Learning Target**: Qualitatively and quantitatively collect data from various skulls to determine relatedness and placement on a phylogenetic tree.

**Essential Question:** How have humans evolved?

**Agenda**

1 Data collection – Skull Lab (Day 1)

**Thursday, March 28, 2019**

Living Earth Week 30 Day 140

# Ms. Cruz

**Standard**: Evolution

**Learning Target**: Qualitatively and quantitatively collect data from various skulls to determine relatedness and placement on a phylogenetic tree.

**Essential Question:** How have humans evolved?

**Agenda**

1 Data collection – Skull Lab (Day 2)

**Friday, March 29, 2019**

Living Earth Week 30 Day 141

# Ms. Cruz

**Standard**: Evolution

**Learning Target**: Qualitatively and quantitatively collect data from various skulls to determine relatedness and placement on a phylogenetic tree.

**Essential Question:** How have humans evolved?

**Agenda**

1) Analysis – Skull Lab (Day 3)

**Monday, April 1, 2019**

Living Earth Week 31 Day 142

# Ms. Cruz

**BLOCK SCHEDULE (PERIODS 1, 3 and 5)**

**Standard**: Ecology

**Learning Target**: Model carrying capacity and graph results. Distinguish between abiotic and biotic factors and how they affect survival.

**Essential Question:** What is carrying capacity and how is it affected by limiting factors?

**Agenda**

1) Biotic vs. Abiotic factors (p. 25)

2) Limiting Factors video clip (Moo Moo)

3) Lab and Graphing

4) District Survey for lab

5) Carrying Capacity video clip (Moo Moo)

**Tuesday, April 2, 2019**

Living Earth Week 31 Day 143

# Ms. Cruz

**BLOCK SCHEDULE (PERIODS 2, 4 and 6)**

**Standard**: Ecology

**Learning Target**: Model carrying capacity and graph results. Distinguish between abiotic and biotic factors and how they affect survival.

**Essential Question:** What is carrying capacity and how is it affected by limiting factors?

**Agenda**

1) Biotic vs. Abiotic factors (p. 25)

2) Limiting Factors video clip (Moo Moo)

3) Lab and Graphing

4) District Survey for lab

5) Carrying Capacity video clip (Moo Moo)

**Wednesday, April 3, 2019**

Living Earth Week 31 Day 144

# Ms. Cruz

**Standard**: Ecology

**Learning Target**: Model carrying capacity and graph results. Distinguish between abiotic and biotic factors and how they affect survival.

**Essential Question:** What is carrying capacity and how is it affected by limiting factors?

**Agenda**

1) Carrying Capacity Lab and Graphing

2) District Survey for lab

3) Carrying Capacity video clip (Moo Moo)

**Thursday, April 4, 2019**

Living Earth Week 31 Day 145

# Ms. Cruz

**BLOCK SCHEDULE (PERIODS 1, 3 and 5)**

**Standard**: Ecology

**Learning Target**: Graph and analyze an ecosystem predator prey model. Discuss ecology concepts and video clips.

**Essential Question:** What is carrying capacity and how is it affected by limiting factors?

**Agenda**

1) Finish Carrying Capacity Lab and Graphing

2) Ecology PPT

**Friday, April 5, 2019**

Living Earth Week 31 Day 146

# Ms. Cruz

**BLOCK SCHEDULE (PERIODS 1, 3 and 5)**

**Standard**: Ecology

**Learning Target**: Graph and analyze an ecosystem predator prey model. Discuss ecology concepts and video clips.

**Essential Question:** What is carrying capacity and how is it affected by limiting factors?

**Agenda**

1) Finish Carrying Capacity Lab and Graphing

2) Ecology PPT

**Monday, April 8, 2019**

Living Earth Week 32 Day 147

# Ms. Cruz

**BLOCK SCHEDULE (PERIODS 1, 3 and 5)**

**Standard**: Ecology

**Learning Target**: Discuss ecology concepts and video clips. Read and analyze a scientific article.

**Essential Question:** What is carrying capacity and how is it affected by limiting factors?

**Agenda**

1) Levels of Organization (p. 27)

2) Ecology PPT (p. 26)

3) Vulture Article (p. 28)

**Tuesday, April 9, 2019**

Living Earth Week 32 Day 148

# Ms. Cruz

**BLOCK SCHEDULE (PERIODS 1, 3 and 5)**

**Standard**: Ecology

**Learning Target**: Discuss ecology concepts and video clips. Read and analyze a scientific article.

**Essential Question:** What is carrying capacity and how is it affected by limiting factors?

**Agenda**

1) Levels of Organization (p. 27)

2) Ecology PPT (p. 26)

3) Vulture Article (p. 28)

**Wednesday, April 10, 2019**

Living Earth Week 32 Day 149

# Ms. Cruz

**Standard**: Ecology

**Learning Target**: Watch a TedTalk about the conservation plan used to bring the CA Condors back from the brink of extinction. List 10 steps taken and develop your own plan to protect the vultures.

**Essential Question:** What type of management plan might work to protect vultures from extinction?

**Agenda**

1) Ted Talk (CA Condors) – 10 steps taken to protect them (turn in)

2) Complete p. 28 (Vulture article and questions)

**Thursday, April 11, 2019**

Living Earth Week 32 Day 150

# Ms. Cruz

**BLOCK SCHEDULE (PERIODS 1, 3 and 5)**

**Standard**: Ecology

**Learning Target**: Practice making connections with vocabulary words, examples and relatedness. Quiz each other and create a Haiku to celebrate Earth Day.

**Essential Question:** What are the interacting components of an ecosystem and how can we protect them?

**Agenda**

1) “How wolves affect rivers”

2) Vocab card activity

3) Earth Day Haiku

4) Voting (if time)

**Friday, April 12, 2019**

Living Earth Week 32 Day 151

# Ms. Cruz

**BLOCK SCHEDULE (PERIODS 2, 4 and 6)**

**Standard**: Ecology

**Learning Target**: Practice making connections with vocabulary words, examples and relatedness. Quiz each other and create a Haiku to celebrate Earth Day.

**Essential Question:** What are the interacting components of an ecosystem and how can we protect them?

**Agenda**

1) “How wolves affect rivers”

2) Vocab card activity

3) Earth Day Haiku

4) Voting (if time)

**Monday, April 29, 2019**

Living Earth Week 33 Day 152

# Ms. Cruz

**Standard**: Ecology

**Learning Target**: Create interactive vocabulary cards to quiz each other. Learn about and discuss causes of species endangerment and make a plan to protect a specific species.

**Essential Question:** What are the interacting components of an ecosystem and how can we protect them?

**Agenda**

1) 2 more vocab cards (trophic cascade and biodiversity)

2) Endangered Species PPT

3) Project Plan (Decide partners and species)

**Tuesday, April 30, 2019**

Living Earth Week 33 Day 153

# Ms. Cruz

**Standard**: Ecology

**Learning Target**: Create interactive vocabulary cards to quiz each other. Learn about and discuss causes of species endangerment and make a plan to protect a specific species.

**Essential Question:** What are the interacting components of an ecosystem and how can we protect them?

**Agenda**

1) Join Google Classroom Period 1: f48d438

 Period 2: 4n6wu3

2) Pre-video info (including picture sort and “Best Dog Ever”)

3) Script Criteria

**Wednesday, May 1, 2019**

Living Earth Week 33 Day 154

# Ms. Cruz

**Standard**: Ecology

**Learning Target**: Review/Learn basics of video production. Research causes of species endangerment and make a plan to protect a specific species.

**Essential Question:** What are the interacting components of an ecosystem and how can we protect them?

**Agenda**

1) Join Google Classroom Period 1: f48d438

 Period 2: 4n6wu3

2) Write scripts

**Thursday, May 2, 2019**

Living Earth Week 33 Day 155

# Ms. Cruz

**Standard**: Ecology

**Learning Target**: Review/Learn basics of video production. Research causes of species endangerment and make a plan to protect a specific species.

**Essential Question:** What are the interacting components of an ecosystem and how can we protect them?

**Agenda**

1) Write scripts

2) Peer review (with rubric)

**Friday, May 3, 2019**

Living Earth Week 33 Day 156

# Ms. Cruz

**Standard**: Ecology

**Learning Target**: Review/Learn basics of video production. Research causes of species endangerment and make a plan to protect a specific species.

**Essential Question:** What are the interacting components of an ecosystem and how can we protect them?

**Agenda**

1) Write scripts

2) Start video production (WeVideo)

**Monday, May 6, 2019**

Living Earth Week 34 Day 157

# Ms. Cruz

**Standard**: Ecology

**Learning Target**: Research causes of species endangerment and make a plan to protect a specific species. Develop a video “PSA” to inform others about your species.

**Essential Question:** What are the interacting components of an ecosystem and how can we protect them?

**Agenda**

1) Sample Video (WeVideo basics)

2) Start video production (WeVideo)

**Tuesday, May 7, 2019**

Living Earth Week 34 Day 158

# Ms. Cruz

**Standard**: Ecology

**Learning Target**: Research causes of species endangerment and make a plan to protect a specific species. Develop a video “PSA” to inform others about your species.

**Essential Question:** What are the interacting components of an ecosystem and how can we protect them?

**Agenda**

1) Video production (WeVideo)

**Wednesday, May 8, 2019**

Living Earth Week 34 Day 159

# Ms. Cruz

**Standard**: Ecology

**Learning Target**: Research causes of species endangerment and make a plan to protect a specific species. Develop a video “PSA” to inform others about your species.

**Essential Question:** What are the interacting components of an ecosystem and how can we protect them?

**Agenda**

1) Video production (WeVideo)

**Thursday, May 9, 2019**

Living Earth Week 34 Day 160

# Ms. Cruz

**Standard**: Ecology

**Learning Target**: Research causes of species endangerment and make a plan to protect a specific species. Develop a video “PSA” to inform others about your species.

**Essential Question:** What are the interacting components of an ecosystem and how can we protect them?

**Agenda**

1) Video production (WeVideo)

**Friday, May 10, 2019**

Living Earth Week 34 Day 161

# Ms. Cruz

**Standard**: Ecology

**Learning Target**: Research causes of species endangerment and make a plan to protect a specific species. Develop a video “PSA” to inform others about your species.

**Essential Question:** What are the interacting components of an ecosystem and how can we protect them?

**Agenda**

1) Rough Draft Video Reviews (turn in)

2) Video production (WeVideo)

**Monday, May 13, 2019**

Living Earth Week 35 Day 162

# Ms. Cruz

**Standard**: Ecology

**Learning Target**: Research causes of species endangerment and make a plan to protect a specific species. Develop a video “PSA” to inform others about your species.

**Essential Question:** What are the interacting components of an ecosystem and how can we protect them?

**Agenda**

1) Video production (WeVideo)

2) Management plan review

**Tuesday, May 14, 2019**

Living Earth Week 35 Day 163

# Ms. Cruz

**Standard**: Ecology

**Learning Target**: Research causes of species endangerment and make a plan to protect a specific species. Develop a video “PSA” to inform others about your species.

**Essential Question:** What are the interacting components of an ecosystem and how can we protect them?

**Agenda**

1) Videos (final edits)

**Wednesday, May 15, 2019**

Living Earth Week 35 Day 164

# Ms. Cruz

**Standard**: Ecology

**Learning Target**: Research causes of species endangerment and make a plan to protect a specific species. Develop a video “PSA” to inform others about your species.

**Essential Question:** What are the interacting components of an ecosystem and how can we protect them?

**Agenda**

1) Video production (WeVideo)

**Thursday, May 16, 2019**

Living Earth Week 35 Day 165

# Ms. Cruz

**Standard**: Ecology

**Learning Target**: Write key facts from a PPT covering ecology concepts.

**Essential Question:** How do energy and nutrients cycle through the ecosystem?

**Agenda**

1) Ecology PPT (p. 26) - finished

**Friday, May 17, 2019**

Living Earth Week 35 Day 166

# Ms. Cruz

**Standard**: Ecology

**Learning Target**: Watch peer endangered species videos and record reasons why the species are endangered. Discuss common themes/reasons.

**Essential Question:** How do energy and nutrients cycle through the ecosystem?

**Agenda**

1) View endangered species videos and record reasons

**Monday, May 20, 2019**

Living Earth Week 36 Day 167

# Ms. Cruz

**Standard**: Ecology

**Learning Target**: Watch a video about endangered species and write key facts for why each is endangered.

**Essential Question:** Why are species becoming endangered?

**Agenda**

1) View endangered species video and record reasons for endangerment.

**Tuesday, May 21, 2019**

Living Earth Week 36 Day 168

# Ms. Cruz

**Standard**: Ecology

**Learning Target**: Finish watching a video about endangered species and writing key facts for why each is endangered. Review vocabulary for the ecology quiz by matching words with their definitions and read background information for the nitrogen lab.

**Essential Question:** Why are species becoming endangered?

**Agenda**

1) Finish “Don’t say goodbye” video (p. 29)

2) Ecology terms review (“envelope matching”)

3) Nitrogen lab background info.

**Wednesday, May 22, 2019**

Living Earth Week 36 Day 169

# Ms. Cruz

**Standard**: Ecology

**Learning Target**: Model the movement of nitrogen through ecosystems, identify biotic and abiotic reservoirs and compare and contrast pathways with peers.

**Essential Question:** How does nitrogen flow through and ecosystem?

**Agenda**

1) What do you know?

2) Nitrogen Lab

3) Abiotic vs. Biotic

4) Compare and Contrast pathways

5) Conclusion

**Thursday, May 23, 2019**

Living Earth Week 36 Day 170

# Ms. Cruz

**Standard**: Ecology

**Learning Target**: Review ecology vocabulary for the quiz by collaboratively matching words with definitions. Write facts about climate change.

**Essential Question:** What can we do to reduce the impacts of climate change on human health?

**Agenda**

1) Vocab matching (envelopes)

2) Climate change (p. 30)

**Friday, May 24, 2019**

Living Earth Week 36 Day 171

# Ms. Cruz

**Standard**: Ecology

**Learning Target**: Score well on a vocabulary quiz and write facts about climate change.

**Essential Question:** What can we do to reduce the impacts of climate change on human health?

**Agenda**

1) Vocab quiz

2) Climate change (p. 30)

**Turn in Notebooks**

**Tuesday, May 28, 2019**

Living Earth Week 37 Day 172

# Ms. Cruz

**Standard**: Ecology

**Learning Target**: Learn about climate change through discussion, video clips, writing facts and summarizing.

**Essential Question:** What can we do to reduce the impacts of climate change on human health?

**Agenda**

1) Climate change - finish notes and summarize (p. 30)

2) p. 31: STD PowerPoint

**Wednesday, May 29, 2019**

Living Earth Week 37 Day 173

# Ms. Cruz

**Standard**: Health

**Learning Target**: Discuss birth control and STD protection data. Develop questions and identify trends.

**Essential Question:** Which methods are most effective against pregnancy? Against the spread of STDs?

**Agenda**

1) Condom data analysis (model)

2) Discuss data and complete “data discussion tool” (p. 32)

**Thursday, May 30, 2019**

Living Earth Week 37 Day 174

# Ms. Cruz

**(Period 2: Lockdown drill)**

**Standard**: Health

**Learning Target**: Discuss birth control and STD protection data. Develop questions and identify trends. Learn about and write key facts about sexually transmitted diseases.

**Essential Question:** Which methods are most effective against pregnancy? Against the spread of STDs?

**Agenda**

1) Discuss data and complete “data discussion tool” (p. 32)

2) STD PPT (p. 31)

**Friday, May 31, 2019**

Living Earth Week 37 Day 175

# Ms. Cruz

**Standard**: Health

**Learning Target**: Learn about and write key facts about sexually transmitted diseases.

**Essential Question:** Which methods are most effective against pregnancy? Against the spread of STDs?

**Agenda**

1) STD PPT (p. 31)

2) “Actions, Fluids and Risks” (p. 33) – only 1st period

**Monday, June 3, 2019**

Living Earth Week 38 Day 176

# Ms. Cruz

**Standard**: Health

**Learning Target**: Model the spread of diseases like HIV and discuss ways to prevent it.

**Essential Question:** How are diseases spread? How can spread of HIV and other STD’s be prevented?

**Agenda**

1) Spread of Disease lab (p. 34)

2) Summary

**Tuesday, June 4, 2019**

Living Earth Week 38 Day 177

# Ms. Cruz

**Standard**: Health

**Learning Target**: Discuss likelihood of spreading or contracting HIV or other STD’s based on certain situations.

**Essential Question:** How are diseases spread? How can spread of HIV and other STD’s be prevented?

**Agenda**

1) Finish “Actions, Fluids and Risks”

2) Check Notebooks

**Wednesday, June 5, 2019**

Living Earth Week 38 Day 178

(Block Schedule – Period 1 and 4)

# Ms. Cruz

**Standard**: Health

**Learning Target**: Discuss likelihood of spreading or contracting HIV or other STD’s based on certain situations.

**Essential Question:** How are diseases spread? How can spread of HIV and other STD’s be prevented?

**Agenda**

1) STD/Drug posters and pamphlets (FINAL)

2) Gallery Walk data collection

**Thursday, June 6, 2019**

Living Earth Week 38 Day 179

(Block Schedule – Period 2 and 5)

# Ms. Cruz

**Standard**: Health

**Learning Target**: Discuss likelihood of spreading or contracting HIV or other STD’s based on certain situations.

**Essential Question:** How are diseases spread? How can spread of HIV and other STD’s be prevented?

**Agenda**

1) STD/Drug posters and pamphlets (FINAL)

2) Gallery Walk data collection

Last Day for “Living Earth” 2019