**Monday, January 8, 2018**

Biology Week 1 Day 85

**Standard**: Mutations

**Learning Target**: Identify the different types of mutations and their effects through writing Cornell notes, watching a video clip and summarizing.

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

**Agenda:**

1. Return Papers

2. “The twisting tale of DNA” video

3. Mutation Notes (Cornell). Page 1 of new notebook

**Tuesday, January 9, 2018**

Biology Week 1 Day 86

**Standard**: Mutations

**Learning Target**: Review and summarize Cornell notes, watch a video clip about mutations and identify the different types of mutations by matching key words in definitions to key words in “stories” describing example mutations.

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

**Agenda:**

1. Review and summarize notes (p. 1)

2. Amoeba Sisters: “Mutations”

2. Mutation Stations activity (p. 2)

**Wednesday, January 10, 2018**

Biology Week 1 Day 87

**Standard**: Mutations

**Learning Target**: Watch a video clip review about mutations and research key information about mutations while completing a “webquest.”

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

**Agenda:**

1. Teacher’s Pet “mutations” video clip

2. “Mutation Exploration Webquest” (p. 3)

**Wednesday, January 10, 2018**

Biology Week 1 Day 87

SUB

**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. 3)

**Thursday, January 11, 2018**

Biology Week 1 Day 88

**Standard**: Mutations

**Learning Target**: Discuss the Pinky article and associated video clips to check for understanding and then complete a webquest to explore different mutations and their effects.

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

**Agenda:**

1. Pinky Article (P. 3) – Discuss
2. Mutation Exploration (webquest) p. 4

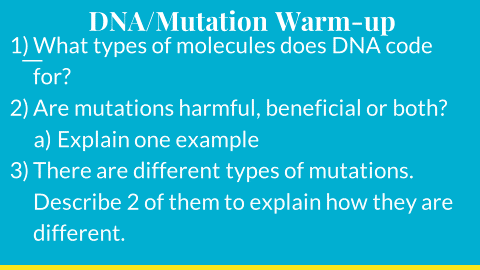
**Friday, January 12, 2018**

Biology Week 1 Day 89

**Standard**: Mutations

**Learning Target**: Demonstrate knowledge of mutations by correctly answering warm-up questions and complete a webquest to explore different mutations and their effects.

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

**Agenda:**

1. Warm-up (turn in):
2. Mutation Exploration (web quest) p. 4
3. Period 6 (started “traits” info on page 5)

**Tuesday, January 16, 2018**

Biology Week 2 Day 90

**Standard**: Traits

**Learning Target**: Identify which traits are common and which are rare by documenting which traits they possess and comparing class data.

**Essential Question:** What is a trait?

**Agenda:**

1. “Traits” Page 5 (and 6)

**Wednesday, January 17, 2018**

Biology Week 2 Day 91

**Standard**: Traits

**Learning Target**: Write definitions that will be used in solving genetics problems. Write key information about Mendel and his laws.

**Essential Question:** What is a trait?

**Agenda:**

1. Genetics Vocab (p. 6): Allele, Dominant, Recessive, Heterozygous, Homozygous, Phenotype and Genotype).
2. Mendel PowerPoint (p. 7)

**Thursday, January 18, 2018**

Biology Week 2 Day 92

**Standard**: Genetics

**Learning Target**: Write key facts about Mendel and his laws of genetics. Practice making predictions of heredity using Punnett Squares.

**Essential Question:** What are Mendel’s Laws of heredity?

**Agenda:**

1. Mendel PowerPoint (p. 7)
2. SpongeBob Genetics (p. 8): Finish for HW (Per. 1 – quiz version, Periods 5 and 6 regular version)

**Friday, January 18, 2018**

Biology Week 2 Day 93

**Standard**: Genetics

**Learning Target**: Practice making predictions of heredity using Punnett Squares. Use Mendel’s Law of Dominance to determine traits of your Superhero.

**Essential Question:** What are Mendel’s Laws of heredity?

**Agenda:**

1. SpongeBob Genetics (p. 8): Discuss
2. Superhero genetics

**Monday, January 22, 2018**

Biology Week 3 Day 94

**Standard**: Genetics

**Learning Target**: Practice making predictions of heredity using Punnett Squares. Use Mendel’s Law of Dominance to determine traits of your Superhero.

**Essential Question:** What are Mendel’s Laws of heredity?

**Agenda:**

1. Finish Super heroes (turn in)

**Tuesday, January 23, 2018**

Biology Week 3 Day 95

**Standard**: Genetics

**Learning Target**: Practice making predictions of heredity using Punnett Squares.

**Essential Question:** What are Mendel’s Laws of heredity?

**Agenda:**

1. Monohybrid Crosses (p. 9)
2. Mendel’s Laws Notes (with 16 squares) – p. 10

**Wednesday, January 24, 2018**

Biology Week 3 Day 96

**Standard**: Genetics

**Learning Target**: Practice making predictions of heredity using Punnett Squares.

**Essential Question:** What are Mendel’s Laws of heredity?

**Agenda:**

1. Dihybrid Crosses (Mice): Page 11

**Thursday, January 25, 2018**

Biology Week 3 Day 97

COUNSELORS

**Standard**: Genetics

**Learning Target**: Work with a counselor to plan for high school and beyond.

**Essential Question:** What is your 4-year plan?

**Agenda:**

1. 4-year plan (Mr. Mendez periods 1 and 5) (Mr. Mannes period 6).

**Friday, January 26, 2018**

Biology Week 3 Day 98

**Standard**: Genetics

**Learning Target**: Discuss genetic predictions using 2 traits (dihybrids) and write Cornell notes about sex-linked traits.

**Essential Question:** What are sex-linked traits and how do they differ from regular Punnett squares?

**Agenda:**

1. Discuss p. 11 (Mice)
2. P. 12 Sex-linked Traits notes

**Monday, January 29, 2018**

Biology Week 4 Day 99

**Standard**: Genetics

**Learning Target**: Write Cornell notes about sex-linked traits and summarize. Practice making predictions of traits using pedigrees.

**Essential Question:** What are sex-linked traits and how do they differ from regular Punnett squares?

**Agenda:**

1. Finish Sex-linked traits notes and summarize (p. 12)
2. Pedigree Problems (p. 13)

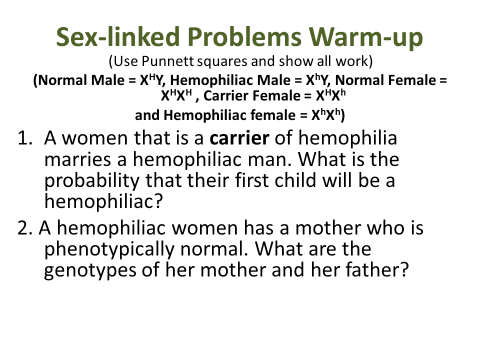
**Tuesday, January 30, 2018**

Biology Week 4 Day 100

**Standard**: Genetics

**Learning Target**: Practice making predictions of traits using pedigrees. Watch a video clip about exceptions to Mendel’s rules and practice problems predicting the outcome of genetic traits that don’t follow Mendel’s rules.

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

**Agenda:**

1. Warm-up
2. Discuss Pedigree Problems (p. 13)
3. Amoeba Sister’s (Rebels)
4. P. 14 Incomplete and Co-dominance Problems

**Wednesday, January 31, 2018**

Biology Week 4 Day 101

**Standard**: Genetics

**Learning Target**: Practice making predictions of blood types using Punnett Squares.

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

**Agenda:**

1. P. 14 Incomplete and Co-dominance Problems

**Thursday, February 1, 2018**

Biology Week 4 Day 102

**Standard**: Genetics

**Learning Target**: Review for the test and practice making predictions of traits displaying co-dominance, incomplete dominance and those that follow Mendel’s Laws.

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

**Agenda:**

1. Whiteboard Review

**Friday, February 2, 2018**

Biology Week 4 Day 103

**Standard**: Genetics

**Learning Target**: Demonstrate knowledge of genetics by scoring proficient or advanced on the test.

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

**Agenda:**

1. Genetics Test

**Monday, February 5, 2018**

Biology Week 5 Day 104

**Standard**: Biotechnology/Genetic Engineering

**Learning Target**: Understand how DNA can be manipulated through writing key facts and summarizing a PowerPoint and video clips.

**Essential Question:** How can DNA be manipulated?

**Agenda:**

1. Biotechnology/Genetic Engineering PPT (p. 15) 15 facts
2. Summary

**Tuesday, February 6, 2018**

Biology Week 5 Day 105

**Standard**: Biotechnology/Genetic Engineering

**Learning Target**: Understand how DNA can be manipulated through writing key facts and summarizing a PowerPoint and video clips. Create a genetically modified organism and an advertisement to “sell” it.

**Essential Question:** How can DNA be manipulated?

**Agenda:**

1. Biotechnology/Genetic Engineering PPT (p. 15) 15 facts
2. Summary
3. GMO advertisement

**Wednesday, February 7, 2018**

Biology Week 5 Day 106

**(5th Period to counseling presentation)**

**Standard**: Biotechnology/Genetic Engineering

**Learning Target**: Understand how DNA can be manipulated through writing key facts and summarizing a PowerPoint and video clips. Create a genetically modified organism and an advertisement to “sell” it.

**Essential Question:** How can DNA be manipulated?

**Agenda:**

1. GMO advertisements

**Thursday, February 8, 2018**

Biology Week 5 Day 107

**Standard**: Biotechnology/Genetic Engineering

**Learning Target**: Understand how DNA can be manipulated through writing key facts and summarizing a PowerPoint and video clips. Create a genetically modified organism and an advertisement to “sell” it.

**Essential Question:** How can DNA be manipulated?

**Agenda:**

1. Present GMO advertisements (competition)!!!

**Friday, February 9, 2018**

Biology Week 5 Day 108

**Standard**: Biotechnology/Genetic Engineering

**Learning Target**: Read and annotate and article and then read a different scientific article to summarize in a brief presentation 1 disease that gene therapy is being studied to cure.

**Essential Question:** Was the use of Henrietta’s cells justified?

**Agenda:**

1. Read Henrietta Lacks
2. Annotate article
3. Read scientific info and make a presentation
4. Present
5. Reflect

**Monday, February 12, 2018**

Biology Week 6 Day 109

**Standard**: Biotechnology/Genetic Engineering

**Learning Target**: Read a scientific article to summarize in a brief presentation 1 disease that gene therapy is being studied to cure.

**Essential Question:** Was the use of Henrietta’s cells justified?

**Agenda:**

1. Read scientific info and make a presentation
2. Present
3. Reflect
4. Intro to Earth History

**Tuesday, February 13, 2018**

Biology Week 6 Day 110

**Standard**: Earth History/Evolution

**Learning Target**: Watch a video clip to visualize earth history and collaboratively make a timeline to represent time periods and key events.

**Essential Question:** What biological and geological changes have occurred in earth’s history?

**Agenda:**

1. Intro to Earth History (football analogy clip)
2. Earth History Timeline Project

**Wednesday, February 14, 2018**

Biology Week 6 Day 111

**Standard**: Earth History/Evolution

**Learning Target**: Collaboratively make a timeline to represent time periods and key events.

**Essential Question:** What biological and geological changes have occurred in earth’s history?

**Agenda:**

1. Earth History Timeline Project

**Thursday, February 15, 2018**

Biology Week 6 Day 112

**Standard**: Earth History/Evolution

**Learning Target**: Collaboratively make a timeline to represent time periods and key events.

**Essential Question:** What biological and geological changes have occurred in earth’s history?

**Agenda:**

1. Earth History Timeline Project – last day

**Tuesday, February 20, 2018**

Biology Week 7 Day 113

**Standard**: Adaptations/Evolution

**Learning Target**: Watch a video clip to review adaptations in plants and animals and then collaboratively discuss/write and draw an example of a behavioral and a physical adaptation. Complete a circle map for evolution adding ideas from brainstorming and then facts from a video clip.

**Essential Question:** What are adaptations and how do they help organisms survive?

**Agenda:**

1. Adaptation video clip
2. Adaptation post-its
3. Natural Selection PowerPoint (p. 17)

**Wednesday, February 21, 2018**

Biology Week 7 Day 114

**Standard**: Adaptations/Evolution

**Learning Target**: Watch video clips, write key information and discuss how natural selection can lead to evolution.

**Essential Question: How** does evolution occur in populations?

**Agenda:**

1. Evolution warm-up (true or false)?
2. Natural Selection PowerPoint (p. 17)

**Thursday, February 22, 2018**

Biology Week 7 Day 115

**Standard**: Adaptations/Evolution

**Learning Target**: Watch video clips, write key information and discuss how natural selection can lead to evolution. Roll dice to randomly determine the environment for a made-up creature and then make up a creature that has adaptations for the random environment.

**Essential Question: How** does evolution occur in populations?

**Agenda:**

1. Natural Selection PowerPoint (p. 17)
2. “Design-a-creature” activity

**Friday, February 23, 2018**

Biology Week 7 Day 116

**Standard**: Adaptations/Evolution

**Learning Target**: Roll dice to randomly determine the environment for a made-up creature and then make up a creature that has adaptations for the random environment.

**Essential Question: How** does evolution occur in populations?

**Agenda:**

1. Finish “Design-a-creature” activity

**Monday, February 26, 2018**

Biology Week 8 Day 117

**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)

**Tuesday, February 27, 2018**

Biology Week 8 Day 118

**Standard**: Adaptations/Evolution

**Learning Target**: Consider structure and function as you explore the squid. Use a microscope to look closely at some of the structures.

**Essential Question:** How are squids adapted to their environment?

**Agenda:**

1. Structure/Adaptation Chart
2. Squid Dissection
3. Clean-up

**Wednesday, February 28, 2018**

Biology Week 8 Day 119

**Standard**: Adaptations/Evolution

**Learning Target**: Simulate microevolution of Pepper moth populations and discuss evolution through viewing examples in a PowerPoint.

**Essential Question:** How do Pepper Moth populations demonstrate natural selection?

**Agenda:**

1. Moth Simulation
2. P. 19 PowerPoint

**Thursday, March 1, 2018**

Biology Week 8 Day 120

**Standard**: Adaptations/Evolution

**Learning Target**: Clarify understanding of natural selection by answering practice questions and writing key facts from a PowerPoint.

**Essential Question:** How do Pepper Moth populations demonstrate natural selection?

**Agenda:**

1. Misconception Warm-up
2. P. 19 PowerPoint

**Friday, March 2, 2018**

Biology Week 8 Day 121

**Standard**: Evolution

**Learning Target:** Students will write key facts about the evolution of dogs while watching “Dogs Decoded.”

**Essential Question:**

*How have dogs evolved?*

**Agenda:**

1. “Dogs Decoded”

**Monday, March 5, 2018**

Biology Week 9 Day 122

**Standard**: Evolution

**Learning Target:** Students will answer a warm-up question about the coevolution of dogs and humans and will then write key facts and summarize information from a PowerPoint about evolution. Finally, students will compare amino acid information to determine the relatedness of species.

**Essential Question:**

*How have dogs and humans co-evolved?*

**Agenda:**

1. Dog and human coevolution warm-up
2. Finish p. 19 (Theory of Evolution PPT)
3. Amino Acid Comparisons (p. 20)

**Tuesday, March 6, 2018**

Biology Week 9 Day 123

(Safety Meeting– 1st period to theater)

**Standard**: Evolution

**Learning Target:** Different for Every Period

**Essential Question:** What types of evidence exists for evolution?

**Agenda:**

1. Period 1: to theater for Safety meeting
2. Period 5: Evolve, “Eyes” video with guide
3. Period 6: Work on Honors Projects (video or PowerPoint or Paper).

**Wednesday, March 7, 2018**

Biology Week 9 Day 124

**Standard**: Evolution

**Learning Target:** Discuss slides and write key facts about speciation.

**Essential Question:** How do new species evolve?

**Agenda:**

1. Speciation PowerPoint (p. 21)

**Thursday, March 8, 2018**

Biology Week 9 Day 125

**Standard**: Evolution

**Learning Target:** Predict the types of foods different birds eat based on the shapes of their beaks, watch a documentary about the long-term study of the evolution of finches on the Galapagos Islands and discuss slides and write key facts about speciation.

**Essential Question:** How do new species evolve?

**Agenda:**

1. Bird Beak warm-up
2. HHMI “Beak of the Finch” video
3. Speciation PowerPoint (p. 21)

**Friday, March 9, 2018**

Biology Week 9 Day 126

**Standard**: Evolution

**Learning Target:** Each class is different today

**Essential Question:** Each class is different today

**Agenda:**

1st period to theater (“This I Believe)

5th period Evolve: “Size” Video

6th period: work on Honors Projects

**Monday, March 12, 2018**

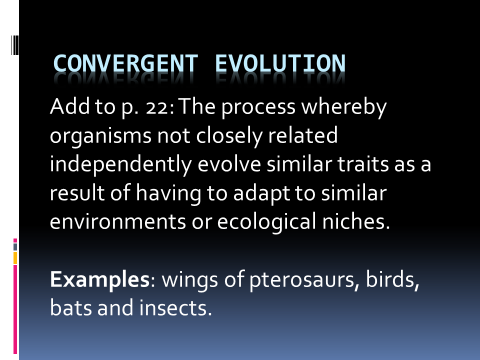
Biology Week 10 Day 127

**Standard**: Evolution

**Learning Target:** Pair organisms into a chart to represent convergent evolution. Write key facts from a PowerPoint on Speciation.

**Essential Question:** What is convergent evolution and how is it related to speciation?

**Agenda:**

1. Convergent evolution chart: p. 22
2. P. 21 Speciation PPT.

**Tuesday, March 13, 2018**

Biology Week 10 Day 128

**Standard**: Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.

**Learning Target**: Students will read a scientific article about the evolution of color in lizards and will then watch a video clip about the research and write a summary of the scientific research and how it represents evolution in action.

**Essential Questions:** How have the lizards evolved to “fit” their environment?

**Agenda:**

1)p. 23: Lizard article (number paragraphs and read)

2) “Random Read” (1 reads, 1 summarizes)

3) Summarize (p. 23)

**Wednesday, March 14, 2018**

Biology Week 10 Day 129

**Standard**: Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.

**Learning Target**: Distinguish between the different patterns of evolution by answering different questions about convergent and divergent evolution, homologous structures and analogous structures.

**Essential Questions:** What are the different patterns of evolution and how can you recognize them?

**Agenda:**

1)p. 24: “Patterns of Evolution”

**Thursday, March 15, 2018**

Biology Week 10 Day 130

**Standard**: Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.

**Learning Target**: Practice interpreting phylogenetic trees using primates and answer questions about human evolution through watching video clips.

**Essential Questions:** What is evidence for evolution and what does it tell us about human evolution?

**Agenda:**

1. Stated Clearly (Evidence for Evolution)
2. Human Evolution (p. 25)

**Friday, March 16, 2018**

Biology Week 10 Day 131

**Standard**: Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.

**Learning Target**: Write about how the pepper moths explain how evolution works. Answer questions about human evolution through watching video clips.

**Essential Questions:** What is evidence for evolution and what does it tell us about human evolution?

**Agenda:**

1. Short Cycle Review: Explain how the pepper moths explain how evolution works?
2. Human Evolution (p. 25) (Questions 5-11).

**Monday, March 19, 2018**

Biology Week 11 Day 132

**Standard**: Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.

**Learning Target**: Demonstrate understanding of natural selection by scoring well on the district short cycle.

**Essential Questions:** How do pepper moths demonstrate natural selection?

**Agenda:**

1. Short Cycle
2. Check notebooks in preparation for the test tomorrow.

**Tuesday, March 20, 2018**

Biology Week 11 Day 133

**Standard**: Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.

**Learning Target**: Demonstrate understanding of natural selection by scoring well on the open notebook test.

**Essential Questions:** How do organisms evolve?

**Agenda:**

1. Notebook Test (Evolution)

**Wednesday, March 21, 2018**

Biology Week 11 Day 134

**Standard**: Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.

**Learning Target**: Qualitatively and quantitatively collect data from different skulls to determine their correct placement on a phylogenetic tree. Calculate the ratio of foramen magnum distances to skull length and graph against cranial capacity to group species. Discuss results and justify decisions in writing.

**Essential Questions:** Can you collect data to properly identify species by just their skulls?

**Agenda:**

1. “Mystery of the Skulls” lab Day 1

**Thursday, March 22, 2018**

Biology Week 11 Day 135

**Standard**: Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.

**Learning Target**: Qualitatively and quantitatively collect data from different skulls to determine their correct placement on a phylogenetic tree. Calculate the ratio of foramen magnum distances to skull length and graph against cranial capacity to group species. Discuss results and justify decisions in writing.

**Essential Questions:** Can you collect data to properly identify species by just their skulls?

**Agenda:**

1. “Mystery of the Skulls” lab Day 2

**Friday, March 23, 2018**

Biology Week 11 Day 136

**Standard**: Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.

**Learning Target**: Qualitatively and quantitatively collect data from different skulls to determine their correct placement on a phylogenetic tree. Calculate the ratio of foramen magnum distances to skull length and graph against cranial capacity to group species. Discuss results and justify decisions in writing.

**Essential Questions:** Can you collect data to properly identify species by just their skulls?

**Agenda:**

1. “Mystery of the Skulls” lab Day 3 - Analysis

**Monday, April 9, 2018**

Biology Week 12 Day 137

**Standard**: Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.

**Learning Target**: Connect evolutionary concepts to information in a documentary while writing key facts.

**Essential Questions:** How did shape evolve (periods 1 & 5)? How did eyes evolve (per. 6)?

**Agenda:**

1. Periods 1 & 5: Evolve “Shape” and turn in Hominin Lab

Period 6: Evolve “Eyes”

**Tuesday, April 10, 2018**

Biology Week 12 Day 138

**Standard**: Ecology

**Learning Target**: Students will organize groups of living things into a logical hierarchy and will write key facts from a PowerPoint about ecology (the interactions between organisms and their environment).

**Essential Questions:** How do organisms interact with each other and with their surroundings?

**Agenda:**

1. Levels of Organization (p. 27)
2. Ecology PowerPoint (p. 28)

**Wednesday, April 11, 2018**

Biology Week 12 Day 139

**Standard**: Ecology

**Learning Target**: Students will categorize pictures into abiotic or biotic and then will write key facts from a PowerPoint about ecology (the interactions between organisms and their environment).

**Essential Questions:** How do organisms interact with each other and with their surroundings?

**Agenda:**

1. Abiotic vs. Biotic (p. 29)
2. Ecology PowerPoint (p. 28)

**Thursday, April 12, 2018**

Biology Week 12 Day 140

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

**Standard**: Ecology

**Learning Target**: Read and analyze a scientific article about Sahara Mustard. Collaboratively research an invasive species, create a slideshow and present to peers.

**Essential Questions:** What makes an introduced species invasive?

**Agenda:**

1. Sahara Mustard Article (p. 30)
2. Ted-Ed: “Invasive Species”
3. Invasive Species Projects

**Friday, April 13, 2018**

Biology Week 12 Day 141

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

**Standard**: Ecology

**Learning Target**: Read and analyze a scientific article about Sahara Mustard. Collaboratively research an invasive species, create a slideshow and present to peers.

**Essential Questions:** What makes an introduced species invasive?

**Agenda:**

1. Sahara Mustard Article (p. 30)
2. Ted-Ed: “Invasive Species”
3. Invasive Species Projects

**Monday, April 16, 2018**

Biology Week 13 Day 142

**Standard**: Ecology

**Learning Target**: Collaboratively research an invasive species, create a slideshow and present to peers.

**Essential Questions:** What makes an introduced species invasive?

**Agenda:**

1. Invasive Species Presentations

**Tuesday, April 17, 2018**

Biology Week 13 Day 143

**Standard**: Ecology

**Learning Target**: Present invasive species research to peers.

**Essential Questions:** What makes an introduced species invasive?

**Agenda:**

1. Invasive Species Presentations
2. “Top 10 Invasive Species” video clip

**Wednesday, April 18, 2018**

Biology Week 13 Day 144

**Standard**: Ecology

**Learning Target**: Write key information about invasive species and their effects on ecosystems and on economy.

**Essential Questions:** What are concerns about invasive species? What research is being done to combat invasives?

**Agenda:**

1. Invasive Species Presentations (Period 1 still finish)
2. “Invaders” – with video guide (turn in)

**Thursday, April 19, 2018**

Biology Week 13 Day 145

**Standard**: Ecology

**Learning Target**: Write key information about invasive species and their effects on ecosystems and on economy.

**Essential Questions:** What are concerns about invasive species? What research is being done to combat invasives?

**Agenda:**

1. Invasive Species Warm-up (Quiz)
2. “Invaders” – with video guide (turn in) – Per. 1 finish
3. P. 28 Ecology PowerPoint Continued

**Friday, April 20, 2018**

Biology Week 13 Day 146

**Standard**: Ecology

**Learning Target**: Create a Haiku about Earth to celebrate Earth Day and consider reasons why the earth is important.

**Essential Questions:** Why should we protect the earth? How can you help?

**Agenda:**

1. Earth Day Haiku

**Monday, April 23, 2018**

Biology Week 14 Day 147

**Standard**: Ecology

**Learning Target**: Understand key ecological concepts through writing, discussion, and watching video clips.

**Essential Questions:** What are the different types of relationships organisms have with each other?

**Agenda:**

1. P. 28 Ecology PowerPoint (symbiosis)

**Tuesday, April 24, 2018**

Biology Week 14 Day 148

**Standard**: Ecology

**Learning Target**: Understand key ecological concepts through writing, discussion, and watching video clips.

**Essential Questions:** What are the different types of relationships organisms have with each other?

**Agenda:**

1. P. 28 Ecology PowerPoint

**Wednesday, April 25, 2018**

Biology Week 14 Day 149

**Standard**: Ecology

**Learning Target**: Critically listen to a TedTalk about the management steps taken to save the California Condor from extinction. List management steps and read a scientific article about another endangered vulture species occupying the same niche.

**Essential Questions:** Is it important to save vulture species? How is recognizing their niche important in making the decision?

**Agenda:**

1. Ted Talk: California Condor (list 8 steps taken)
2. Read “Vulture” article

**Thursday, April 26, 2018**

Biology Week 14 Day 150

**Standard**: Ecology

**Learning Target**: Read a scientific article about another endangered vulture species occupying the same niche. Answer analysis questions and design a management plan to protect the vultures.

**Essential Questions:** Is it important to save vulture species? How is recognizing their niche important in making the decision?

**Agenda:**

1. Read “Vulture” article
2. Answer analysis questions
3. P. 28 Ecology PowerPoint

**Friday, April 27, 2018**

Biology Week 14 Day 151

**Standard**: Ecology

**Learning Target**: Honors students will work on their final projects and CP students will review case studies of environmental water issues. Students will write about the causes of the issues and possible solutions.

**Essential Questions:** What are some environmental issues related to water and what are possible causes and solutions?

**Agenda:**

1. Periods 1 and 5: Finish Ecology PPT (p. 28)

Period 6: Honor’s Projects

1. Periods 1 and 5: Strange Days on Planet Earth “Troubled Waters”

**Monday, April 30, 2018**

Biology Week 15 Day 152

**CHROMEBOOK PICK-UP DAY**

**Standard**: Ecology

**Learning Target**: Explore case studies of environmental water issues and write about the causes and possible solutions.

**Essential Questions:** What are some environmental issues related to water and what are possible causes and solutions?

**Agenda:**

1. Chromebook Pick-up
2. Period 6: Finish p. 28 PPT

Periods 1 and 5: Strange Days on Planet Earth “Troubled Waters”

**Tuesday, May 1, 2018**

Biology Week 15 Day 153

**Standard**: Ecology

**Learning Target**: Explore case studies of environmental water issues and write about the causes and possible solutions.

**Essential Questions:** What are some environmental issues related to water and what are possible causes and solutions?

**Agenda:**

1. Period 6: Finish p. 28 PPT

Periods 1 and 5: Finish Strange Days on Planet Earth “Troubled Waters”

1. P. 32 Carbon Cycle

**Wednesday, May 2, 2018**

Biology Week 15 Day 155

**Standard**: Ecology

**Learning Target**: Explore case studies of environmental water issues and write about the causes and possible solutions.

**Essential Questions:** What are some environmental issues related to water and what are possible causes and solutions?

**Agenda:**

1. Ecology Reading Packets (p. 11-22): Read, highlight key information (definitions and answers to questions), complete all of the tasks in the margins except for the “Study Coach” sections, the “Foldables” and the “Picture This” on pages 18, 20 and 22.

**Thursday, May 3, 2018**

Biology Week 15 Day 156

**Standard**: Ecology

**Learning Target**: Explore case studies of environmental water issues and write about the causes and possible solutions.

**Essential Questions:** What are some environmental issues related to water and what are possible causes and solutions?

**Agenda:**

1. Ecology Reading Packets (p. 11-22): Read, highlight key information (definitions and answers to questions), complete all of the tasks in the margins except for the “Study Coach” sections, the “Foldables” and the “Picture This” on pages 18, 20 and 22.
2. Notebook “Walk-through” for Notebook Check #9
3. Nitrogen “Background” info. for lab

**Friday, May 4, 2018**

Biology Week 15 Day 157

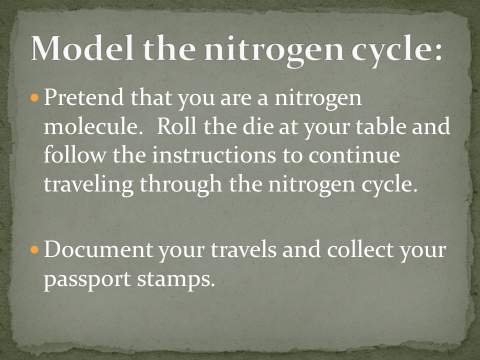
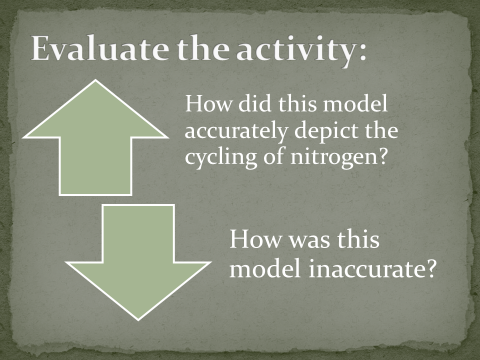
**Standard**: Biodiversity is the sum total of different kinds of organisms and is affected by alteration of habitats.

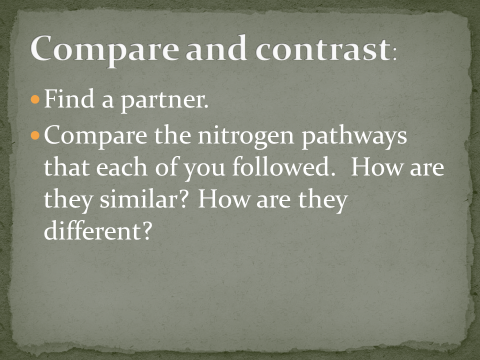
**Learning Targets**:

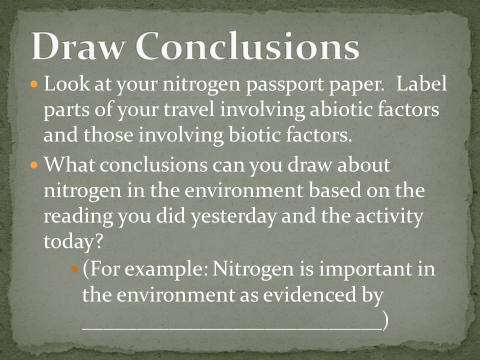
**Essential Questions:** How does nitrogen cycle through an ecosystem and why is it important?

**Agenda:**

* 1. Nitrogen Modeling (Lab) – turn in
  2. Conclusions (p. 31)







**Monday, May 7, 2018**

Biology Week 16 Day 158

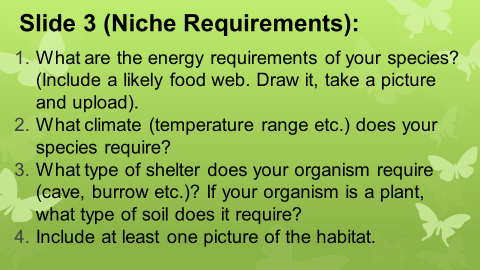
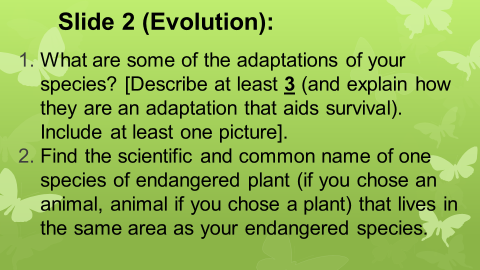
**BLOCK SCHEDULE (1, 3, 5)**

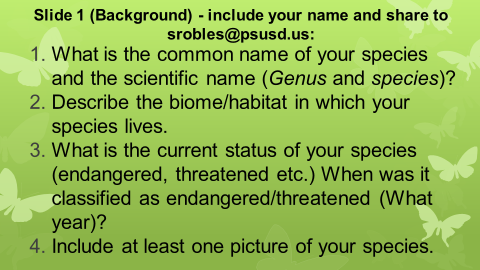
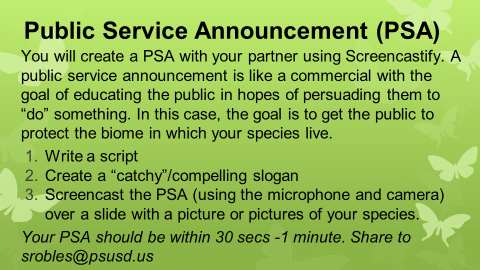
**Standard**: Biodiversity is the sum total of different kinds of organisms and is affected by alteration of habitats.

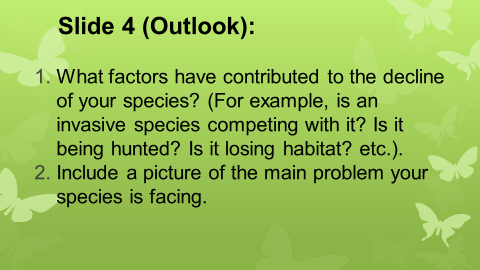
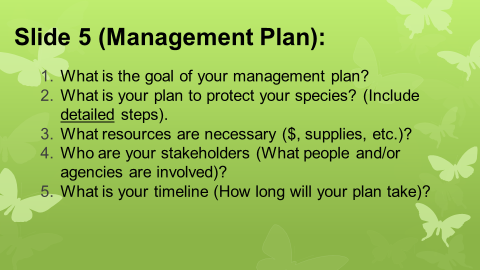
**Learning Targets**: Research an endangered species to learn about its niche, the reasons for its listing and create a comprehensive Management Plan and PSA.

**Essential Questions:** Why is “your” species endangered? Can it be protected or is it too late?

**Agenda:**

* + 1. Endangered Species Project (Slides 1-3)





**Tuesday, May 8, 2018**

Biology Week 16 Day 159

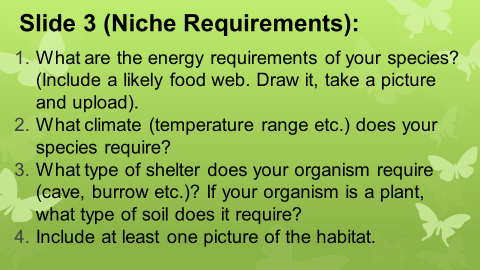
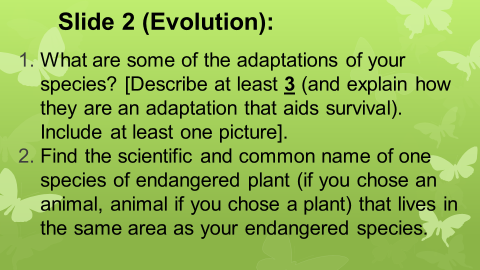
**BLOCK SCHEDULE (2, 4, 6)**

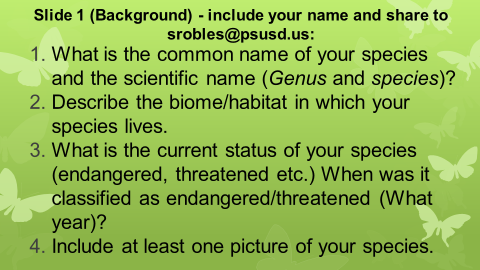
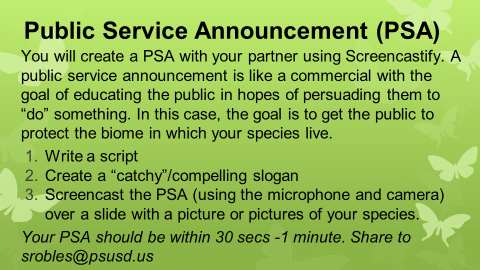
**Standard**: Biodiversity is the sum total of different kinds of organisms and is affected by alteration of habitats.

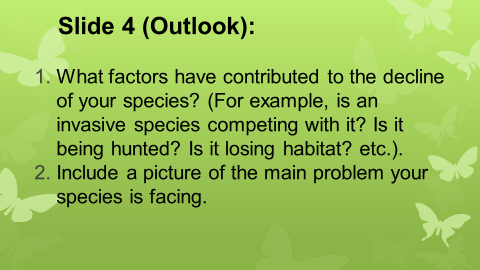
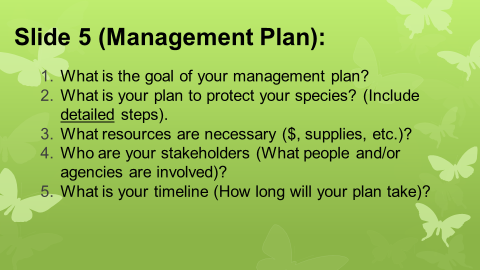
**Learning Targets**: Research an endangered species to learn about its niche, the reasons for its listing and create a comprehensive Management Plan and PSA.

**Essential Questions:** Why is “your” species endangered? Can it be protected or is it too late?

**Agenda:**

* + - 1. Endangered Species Project (Slides 1-3)





**Wednesday, May 9, 2018**

Biology Week 16 Day 160

**Standard**: Biodiversity is the sum total of different kinds of organisms and is affected by alteration of habitats.

**Learning Targets**: Research an endangered species to learn about its niche, the reasons for its listing and create a comprehensive Management Plan and PSA.

**Essential Questions:** Why is “your” species endangered? Can it be protected or is it too late?

**Agenda:**

1. Endangered Species Project (Slides 4-6)

**Thursday, May 10, 2018**

Biology Week 16 Day 161

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

**Standard**: Biodiversity is the sum total of different kinds of organisms and is affected by alteration of habitats.

**Learning Targets**: Research an endangered species to learn about its niche, the reasons for its listing and create a comprehensive Management Plan and PSA.

**Essential Questions:** Why is “your” species endangered? Can it be protected or is it too late?

**Agenda:**

1. Endangered Species Project (Slides 4-6)

**Friday, May 11, 2018**

Biology Week 16 Day 162

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

**Standard**: Biodiversity is the sum total of different kinds of organisms and is affected by alteration of habitats.

**Learning Targets**: Research an endangered species to learn about its niche, the reasons for its listing and create a comprehensive Management Plan and PSA.

**Essential Questions:** Why is “your” species endangered? Can it be protected or is it too late?

**Agenda:**

1. Peer Review (“Honors Projects”):

1. Is the coverage of the topic scientific?
2. Does there seem to be any plagiarism?
3. Are there in-text citations (for the papers)?
4. Commendations:
5. Recommendations:
6. Endangered Species Project (Slides 4-6)
   * PSA Google Classroom Code for 6th period: **v0qbpw**

**Monday, May 14, 2018**

Biology Week 17 Day 163

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

**Standard**: Biodiversity is the sum total of different kinds of organisms and is affected by alteration of habitats.

**Learning Targets**: Research an endangered species to learn about its niche, the reasons for its listing and create a comprehensive Management Plan and PSA.

**Essential Questions:** Why is “your” species endangered? Can it be protected or is it too late?

**Agenda:**

* 1. Screencast PSA
  2. Ecology Packets (p. 23-25, 35-39 and 40-42): highlight key info and complete all tasks except for “Foldables” and “Study Coach”

**Tuesday, May 15, 2018**

Biology Week 17 Day 164

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

**Standard**: Biodiversity is the sum total of different kinds of organisms and is affected by alteration of habitats.

**Learning Targets**: Research an endangered species to learn about its niche, the reasons for its listing and create a comprehensive Management Plan and PSA.

**Essential Questions:** Why is “your” species endangered? Can it be protected or is it too late?

**Agenda:**

* 1. Screencast PSA
  2. Ecology Packets (p. 23-25, 35-39 and 40-42): highlight key info and complete all tasks except for “Foldables” and “Study Coach”

**Wednesday, May 16, 2018**

Biology Week 17 Day 165

**Sub (per. 1 only)**

**Standard**: Biodiversity is the sum total of different kinds of organisms and is affected by alteration of habitats.

**Learning Targets**: Research an endangered species to learn about its niche, the reasons for its listing and create a comprehensive Management Plan and PSA.

**Essential Questions:** Why is “your” species endangered? Can it be protected or is it too late?

**Agenda:**

**1.** Ecology Packets (Finish)!! Pages 43-54 (Highlight key info and complete all tasks except Foldables, Study Coach and the “Picture This” on pages 45 and 48).

**Thursday, May 17, 2018**

Biology Week 17 Day 166

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

**Standard**: Biodiversity is the sum total of different kinds of organisms and is affected by alteration of habitats.

**Learning Targets**: Research an endangered species to learn about its niche, the reasons for its listing and create a comprehensive Management Plan and PSA.

**Essential Questions:** Why is “your” species endangered? Can it be protected or is it too late?

**Agenda:**

**1.** Ecology Packets (Finish)!! Pages 43-54 (Highlight key info and complete all tasks except Foldables, Study Coach

2. Finish any missing work (and vote on Earth Day posters)

3. p. 33: Climate Change and Human Health notes (8 questions and answers).

**Friday, May 19, 2018**

Biology Week 17 Day 167

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

**Standard**: Biodiversity is the sum total of different kinds of organisms and is affected by alteration of habitats.

**Learning Targets**: Research an endangered species to learn about its niche, the reasons for its listing and create a comprehensive Management Plan and PSA.

**Essential Questions:** Why is “your” species endangered? Can it be protected or is it too late?

**Agenda:**

**1.** Ecology Packets (Finish)!! Pages 43-54 (Highlight key info and complete all tasks except Foldables, Study Coach

2. Finish any missing work (and vote on Earth Day posters)

3. p. 33: Climate Change and Human Health notes (8 questions and answers).

**Monday, May 21, 2018**

Biology Week 18 Day 168

**Sub Day**

**Standard**: Biodiversity is the sum total of different kinds of organisms and is affected by alteration of habitats.

**Learning Targets**: Watch case studies of some endangered species and document why they are currently endangered.

**Essential Questions:** What are different factors causing the loss of biodiversity?

**Agenda:**

**1.** “Endangered Species: Don’t Say Goodbye” with video guide

**Tuesday, May 22, 2018**

Biology Week 18 Day 169

**Standard**: Biodiversity is the sum total of different kinds of organisms and is affected by alteration of habitats.

**Learning Targets**: Demonstrate knowledge of ecology by scoring well on a test.

**Essential Questions:** What are different factors causing the loss of biodiversity?

**Agenda:**

**1.** Ecology Test

**Wednesday, May 23, 2018**

Biology Week 18 Day 170

**Standard**: Ecology/Health

**Learning Targets**: Discuss climate change and the effects on human health.

**Essential Questions:** What are some of the health effects of climate change on humans and what are some things that we can do to slow climate change?

**Agenda:**

**1.** Finished p. 33 (climate change)

**Thursday, May 24, 2018**

Biology Week 18 Day 171

**Standard**: Health

**Learning Targets**:

**Essential Questions:**

**Agenda:**

Period 1:

1) Finish Endangered Species with video guide

2) EdPuzzle 1: (Viruses vs. Bacteria)

3) Virus/Bacteria Double Bubble (p. 35) – skip p. 34 for now

4) EdPuzzle 2 (HIV)

Period 5: STD PowerPoint (p. 34)

Period 6: STD PowerPoint (p. 34)

**Friday, May 25, 2018**

Biology Week 18 Day 172

**Standard**: Health

**Learning Targets**:

**Essential Questions:**

**Agenda:**

Period 1: STD PowerPoint (p. 34)

Periods 5 and 6:

1) EdPuzzle 1: (Viruses vs. Bacteria)

2) Virus/Bacteria Double Bubble (p. 35)

3) EdPuzzle 2 (HIV)

**Tuesday, May 29, 2018**

Biology Week 19 Day 173

**Standard**: Health

**Learning Targets**:

**Essential Questions:**

**Agenda:**

1.) Finish STD PowerPoint (p. 34)

2) Return papers/discuss ecology tests

**Wednesday, May 30, 2018**

Biology Week 19 Day 174

**Standard**: Health

**Learning Targets**: Model the spread of HIV through a population by swapping “body fluids” with classmates and then tracing back to find “patient zero.”

**Essential Questions:**

**Agenda:**

1.) “Spread of Disease Lab” – turn in disease “tree”

**Thursday, May 31, 2018**

Biology Week 19 Day 175

**Standard**: Health

**Learning Targets**: Determine body fluids associated with different activities and discuss the level of risk for spreading STD’s.

**Essential Questions:** How can the spread of STD’s be prevented?

**Agendas:**

1. “Actions, Fluids and Risks” (p. 36).