

Monday July 31st , 2017

Notes – Homework – Turn in the signed documents on or before 08/03.

GPS – SCSH 1-9

Students will explore the various aspects of characteristics of science such as safety, scientific method, measurements etc..

Catalyst:

On a note book sheet of paper answer the following questions. Make sure to write your name, date and Block on the upper right hand corner.

1. What was your favorite part of this break?
2. What are you most excited for this year?
3. In a perfect school, what would the hallways & class rooms look like and sound like?

Topic: Class procedures and expectations

Essential question: How do procedures help us learn more?

Learning Target : By the end of the day, students will be able to:

1. Understand the tardy policy, dress code expectation and electronics policy
2. Understand the specific classroom procedures

And answer a question like this:

5. A scientist has extra hydrochloric acid. To dispose of the hydrochloric acid he should.
 - A. Pour it in the sink and run water after it.
 - B. Pour it back in the stock container.
 - C. Throw it away in the container.
 - D. Dispose of it in the designated waste container.

Agenda

Catalyst- Survey, Info cards	8 min
Who Am I ?	2 min
Syllabus and materials	14 min
Procedures	12 min
Practice it	6 min
Connection	10 mins
Post it Closing 3, 2 ,1	5 min

Tuesday

August 01, 2017

HW – Turn in the signed documents by 08/3.

Lab safety test 08/03.

GPS -

SCSh2. Students will use standard safety practices for all classroom laboratory and field investigations.

- a. Follow correct procedures
- b. Demonstrate appropriate techniques
- c. Follow correct protocol

Catalyst:

Why is it important to keep an organized binder?

Topic: Lab Safety and equipment

Essential question: How can we safely carry out scientific investigations?

By the end of the day, students will be able to:

1. organize binder and understand the importance of maintaining the organization throughout the year.
2. Demonstrate safe practices in a lab environment

And answer a question like this:

5. *Flammable materials, like alcohol, should never be dispensed or used near,*
- A. *An open door*
 - B. *An open flame*
 - C. *Another student*
 - D. *A sink*

7 minutes

Agenda

Catalyst	10 min
BINDER SET UP!-c notes	15 min
LAB SAFETY independent Practice – what not to do	25min
Lab safety video	35 min
LAB SAFETY Station	20 min
EXIT	5 min

Wednesday

August 02, 2017

GPS – ScSh -2 – Students will follow the safe lab practices at all times.(a, b &c)

Catalyst

- What do you call the ventilated area in a lab?
- Write any 3 things that should always be followed in the lab.

Topic: Lab safety

Essential Question: Why is it important to refer to the MSDS prior to handling chemicals in the labs?

Quiz – Safety – 08/03

Learning Targets

Will be able to apply safety procedures at all times.

And answer a question like this:

Why is a graduated cylinder used for measuring the liquid volume instead of a beaker?

Agenda

Catalyst	7 min
What not to do in the lab	30 min
Lab safety scavenger hunt	25 min
Intro to scientific method	20 min

Thursday

August 03, 2017

Note – Lab safety Quiz – 8/03

Signed docs due – 8/03

Learning Targets

- Suggest reasonable hypotheses for identified problems.
- Develop procedures for solving scientific problems.
- Collect, organize and record appropriate data.

And answer a question like this:

What is the 1st step in solving problems scientifically?

GPS -

SCSh3. Students will identify and investigate problems scientifically.

Catalyst:

- Name the equipment used for measuring the length or distance of an object.
- Name the device for holding substances that do not emit volatile fumes or dangerous vapors.

** Remember to write the topic and essential question on your notes for today

Topic: Scientific Method

Essential Question: How is Scientific method helpful in real life?

Agenda

Catalyst	5 min
Scientific Method C-notes	20 min
Lab safety rules quiz	20 min
Case study – Scientific method	40min

Friday

August 04, 2017

Notes – All documents due today

Learning targets:

Apply the principles of scientific method at all times to solve problems

Analyze data and construct the appropriate graphs

And answer a question like this:

What do independent and dependent variables signify in an experiment?

On your catalyst sheet:

Identify



Topic: Scientific method & graphing

Essential Question: How is a line graph different from bar graph?

Agenda

Catalyst	5 min
Intro to graphing	20 min
Graphing analysis	20min
Cross word puzzle - equipments	20min
Case studies – scientific method	20min
Exit ticket	5 mins

Monday

August 07, 2017

NOTES – — Chapter-1-Vocabulary Test
08/10

GPS -

SEV4. Students will understand and describe availability, allocation, and conservation of energy and other resources

SEV5. Students will recognize that human beings are part of the global ecosystem and will evaluate the effects of human activities and technology on ecosystems.

CATALYST: Using your text book, (pg- 6)

Describe the two main types of interaction that environmental scientist study. Give an example for each?

Topic: **Understanding Our Environment**

ESSENTIAL QUESTION: How is ecology related to environmental science?
(pg – 6)

LEARNING TARGETS:

I can define environmental science and compare it with ecology

I can list the 5 major field of study that contribute to the environmental science

And answer a question like this:

The ----- revolution was characterized by a shift from human and animal power to fossil fuel

- Revolution of 1936***
- Agricultural revolution***
- Industrial revolution***
- None of the above***

Agenda

Catalyst	10 min
Cartoon video – culminating activity	15 min
Reading & case study	30 min
Chapter-1 words	20min
Exit – Essential Question	5 min

Tuesday
August 08, 2017

NOTES – — Chapter-1-Vocabulary Test
08/10

GPS -

SEV4. Students will understand and describe availability, allocation, and conservation of energy and other resources

SEV5. Students will recognize that human beings are part of the global ecosystem and will evaluate the effects of human activities and technology on ecosystems.

CATALYST: Using your text book, (pg- 7)
Describe the major fields of study that contribute to the environmental science.

Topic: **Understanding Our Environment**

ESSENTIAL QUESTION: How do social sciences help environmental scientists? (pg-7)

LEARNING TARGETS:

I can define environmental science and compare it with ecology

I can list the 5 major field of study that contribute to the environmental science

And answer a question like this:

Resources that can theoretically last for ever are called ----- Resources

- a. Non - Renewable***
- b. Renewable***
- c. Natural***
- d. Artificial***

Agenda

Catalyst	10 min
Environmental problems video/environmental problems reading	40 min
Work with environmental problems activity	30min
Exit – Essential Question	5 min

Wednesday
August 09, 2017

NOTES – — Chapter-1-Vocabulary Test
08/10

GPS -

SEV4. Students will understand and describe availability, allocation, and conservation of energy and other resources

SEV5. Students will recognize that human beings are part of the global ecosystem and will evaluate the effects of human activities and technology on ecosystems.

CATALYST: Using your text book, (pg- 6)
Explain why environmental science is an interdisciplinary science?

Topic: **Understanding Our Environment**

ESSENTIAL QUESTION: How do chemistry and geology contribute to environmental science? (pg.6)

LEARNING TARGETS:

I can define environmental science and compare it with ecology

I can list the 5 major field of study that contribute to the environmental science

And answer a question like this:

An important effect that hunter-gatherer societies may have had on the environment was,

- a. Soil erosion***
- b. Extinction***
- c. Air pollution***
- d. All of the above***

Agenda

Catalyst	10 min
Video environmental problems	25 min
Culminating activity	Remaining time
	Begin-40min
Exit – Essential Question	5 min

Thursday
August 10, 2017

NOTES – — Chapter-1-Vocabulary Test
08/10

GPS -

SEV4. Students will understand and describe availability, allocation, and conservation of energy and other resources

SEV5. Students will recognize that human beings are part of the global ecosystem and will evaluate the effects of human activities and technology on ecosystems.

CATALYST: Using your text book, (pg- 9)

Explain how hunter gatherers affected the environment in which they lived?

Topic: **Understanding Our Environment**

ESSENTIAL QUESTION: Read the Ecofact on page -8. Propose a solution to prevent the environmental problems of the sea port of Troy as described in it?

LEARNING TARGETS:

I can define environmental science and compare it with ecology

I can list the 5 major field of study that contribute to the environmental science

And answer a question like this:

An important effect that hunter-gatherer societies may have had on the environment was,

- a. Soil erosion***
- b. Extinction***
- c. Air pollution***
- d. All of the above***

Agenda

Catalyst	10 min
Complete the project	20 min
Reading Ecological footprint	20 min
Web Quest – Ecofootprint calculation	40min
Exit – Essential Question	5 min

Friday
August 11, 2017

NOTES – — **Chapter-1-Vocabulary Test**
08/10

GPS -

SEV4. Students will understand and describe availability, allocation, and conservation of energy and other resources

SEV5. Students will recognize that human beings are part of the global ecosystem and will evaluate the effects of human activities and technology on ecosystems.

CATALYST: Using your text book, (pg-10&11)

Describe the major environmental effect of agricultural revolution & industrial revolution?

Topic: **Understanding Our Environment**

ESSENTIAL QUESTION: Why is earth compared to a spaceship? (pg 12)

LEARNING TARGETS:

I can describe the major environmental effect of hunter gatherers, the agricultural revolution and the industrial revolution

I can distinguish between renewable and non renewable resources of energy.

And answer a question like this:

- An important effect of the agricultural revolution was,***
- a. Soil erosion***
 - b. Habitat destruction***
 - c. Plant and animal domestication***
 - d. All of the above***

Agenda

Catalyst	10 min
Chapter-1 reading	40 min
Graphic organizers	35 min
Exit – Essential Question	5 min

Monday

August 14, 2017

NOTES -

GPS -

SEV4. Students will understand and describe availability, allocation, and conservation of energy and other resources

SEV5. Students will recognize that human beings are part of the global ecosystem and will evaluate the effects of human activities and technology on ecosystems.

CATALYST: Using your text book, (pg-12)

Explain how environmental problems can be local, regional or global? Give one example of each

Topic: **Understanding Our Environment**

ESSENTIAL QUESTION: Explain the difference between renewable and non renewable energy?

LEARNING TARGETS:

I can classify environmental problems into three major categories

I can distinguish between renewable and non renewable resources of energy.

And answer a question like this:

How do scientists characterize a non renewable resource,

- a. A resource that is used by humans***
- b. A resource that cannot be replaced***
- c. A resource that takes more time to replace than to deplete***
- d. All of the above***

Agenda

Catalyst	10 min
Remaining presentations	20 min
Reading – My ecological footprint	30 min
Research – categorizing environmental issues	25
Exit – Essential Question	5 min

Tuesday
August 15, 2017

NOTES – Chapter-1-test – 01/27

GPS -

SEV4. Students will understand and describe availability, allocation, and conservation of energy and other resources

SEV5. Students will recognize that human beings are part of the global ecosystem and will evaluate the effects of human activities and technology on ecosystems.

CATALYST: Using your text book, (pg-14)

What is pollution? How is it caused?

Topic: **Understanding Our Environment**

ESSENTIAL QUESTION: How is biodegradable pollutants different from non-biodegradable pollutants? Describe your answer by giving an example.

LEARNING TARGETS:

I can classify explain the causes of pollution

I can distinguish between the different types of pollution

I can describe ecological footprint

And answer a question like this:

Energy from the sun, water, air, wood and soil are all examples of what kind of Energy.

- a. Ecological Energy*
- b. Organic Energy*
- c. Renewable energy*
- d. Solar Energy*

Agenda

Catalyst	10 min
Complete the research on types of environmental issues – make sure to have at least 3 different human activities causing your selected issues	20 min
Computer lab – My ecological footprint calculation a. Plan of action explaining the 10 small changes that you could make in your life style b. Re take the quiz c. Essay incorporating the information in the rubric	60 min

Wednesday
August 16, 2017

NOTES – Chapter-1-test – 01/27

GPS -

SEV4. Students will understand and describe availability, allocation, and conservation of energy and other resources

SEV5. Students will recognize that human beings are part of the global ecosystem and will evaluate the effects of human activities and technology on ecosystems.

CATALYST: Using your text book, (pg-15)

**What does biodiversity refers to?
Why is it important to preserve the biodiversity?**

Topic: **Understanding Our Environment**

ESSENTIAL QUESTION: How did the industrial revolution affect human population growth?

LEARNING TARGETS:

I can describe the tragedy of the commons

I can explain the law of supply and demand

I can describe ecological footprint

And answer a question like this:

- Which of the following phases describes the term biodiversity.*
- Species that have become extinct*
 - The animals that live in an area*
 - Species that look different from one another*
 - The number and variety of species that live in an area*

Agenda

Catalyst	10 min
Complete the research on types of environmental issues – make sure to have at least 3 different human activities causing your selected issues	20 min
Computer lab – My ecological footprint calculation a. Plan of action explaining the 10 small changes that you could make in your life style b. Essay incorporating the information in the rubric	60 min

Thursday

August 17, 2017

NOTES – Chapter-1- word test- 08/18

EVERYONE NEEDS A PACK OF CRYONS AND COLOR PENCILS FOR THE NEXT TWO WEEKS!!!!

GPS -

SEV4. Students will understand and describe availability, allocation, and conservation of energy and other resources

SEV5. Students will recognize that human beings are part of the global ecosystem and will evaluate the effects of human activities and technology on ecosystems.

CATALYST: Using your text book, (pg-18)

Describe three differences between developing and developed nations using the examples in table 3. Would you classify Mexico as a developing nation? Explain your answer

Topic: **The Environment and society**

ESSENTIAL QUESTION: According to Hardin, what is the main difficulty in solving environmental problems? (pg-16)

LEARNING TARGETS:

I can describe the tragedy of the commons

I can explain the law of supply and demand

I can distinguish between developed and developing nations

And answer a question like this:

What happened to human population as they became larger.

- a. They began to concentrate in smaller areas***
- b. They remain dispersed***
- c. They became hunter gatherers***
- d. Most became extinct***

Agenda

Catalyst	10 min
Global environmental video	26 min
Project – poster on environmental issues	Remaining time
Exit – Essential Question	5 min

Friday
August 18, 2017

NOTES - Chapter-1-test - 08/24

**EVERYONE NEEDS A PACK OF
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THE NEXT TWO WEEKS!!!!**

GPS -

SEV4. Students will understand and describe availability, allocation, and conservation of energy and other resources

SEV5. Students will recognize that human beings are part of the global ecosystem and will evaluate the effects of human activities and technology on ecosystems.

CATALYST: text book, (pg- 20)

Explain why critical thinking is an important skill in environmental science?

Topic: **The Environment and society**

ESSENTIAL QUESTION: Describe two root causes of most environmental problems. (pg-18)

LEARNING TARGETS:

I can describe the tragedy of the commons

I can explain the law of supply and demand

I can distinguish between developed and developing nations

And answer a question like this:

The term used to describe the productive area of earth needed to support the life style of one person in a particular country is,

- a. Supply and demand***
- b. The ecological footprint***
- c. The consumption crisis***
- d. sustainability***

Agenda

Catalyst	10 min
Complete the project	30 min
Chapter-1-word test Eco foot print-reading - 20min	20min
Check your infinite campus - make up any missing assignments by Wednesday - 23 rd or else it will turn into zeros for ever,	
Turn in - 1) catalyst from last week & this week, 2) Project	5 min

Monday

August 21, 2017

NOTES – Chapter-1-test-08/24

EVERYONE NEEDS A PACK OF CRYONS AND COLOR PENCILS FOR THE NEXT TWO WEEKS!!!!

GPS -

SEV1a – Students will interpret Biogeochemical cycles including hydrologic, nitrogen, phosphorus, oxygen and carbon cycles. Recognize that energy is not recycled in in ecosystems.

CATALYST: text book, (pg- 17)

Explain the law of Supply and Demand, and give an example of how it relates to the environment.

Topic: **The Environment & Society**

ESSENTIAL QUESTION: How is risk assessment beneficial to us? (pg- 17)

LEARNING TARGETS:

I can describe the composition and structure of the earth

I can describe the earths tectonic plates

I can explain the main causes of earthquakes and their effects

And answer a question like this:

The term used to describe the productive area of earth needed to support the life style of one person in a particular country is,

- a. Supply and demand***
- b. The ecological footprint***
- c. The consumption crisis***
- d. sustainability***

Agenda

Catalyst	10 min
Reading Ecological footprint	25 min
Eco foot print video Eco footprint calculation – Lab –remaining time	10min
Check your infinite campus – make up any missing assignments by Wednesday – 23 rd or else it will turn into zeros for ever,	
Turn in – 1) catalyst from last week &this week, 2) Project	5 min

Tuesday
August 22, 2017

NOTES – Chapter-1-test – 08/24

**EVERYONE NEEDS A PACK OF
CRYONS AND COLOR PENCILS FOR
THE NEXT TWO WEEKS!!!!**

SEV4. Students will understand and describe availability, allocation and conservation of energy and other resources

CATALYST: text book, (pg- 21)

What is a sustainable world? Explain your answer by giving an example

LEARNING TARGETS:

Describe the need for informed decision making of resource utilization.(i.e. energy and water usage allocation, conservation, food and land, and long-term depletion)

And answer a question like this:

The thin layer at Earths surface where life exists is called the,
a. Geosphere
b. Atmosphere
c. Hydrosphere
d. Biosphere

Topic: **The Environment & Society**

ESSENTIAL QUESTION: How can we achieve a sustainable world? (pg-21)

Agenda

Catalyst	10 min
Start on the vocabulary for chapter-3	20 min
Video – Plate Tectonics	5min
WebQuest – Earth Crust	35min
Exit – Essential Question	5 min

Agenda

Catalyst	10 min
Complete the Earth crust WebQuest	20 min
Video -earth Quake	5min
Earth layer - Foldable	40min
Exit – Essential Question	5 min

Wednesday
August 23, 2017

NOTES - Chapter-1- test- 08/24

**EVERYONE NEEDS A PACK OF
CRYONS AND COLOR PENCILS FOR
THE NEXT TWO WEEKS!!!!**

GSE - SEV4.

**Students will understand and describe
availability, allocation and conservation
of energy and other resources**

CATALYST:

**What are some ways the societies
can solve environmental problems?
(pg - 17)**

LEARNING TARGETS:

**Describe the need for informed
decision making of resource
utilization.(i.e. energy and water
usage allocation, conservation, food
and land, and long-term depletion)**

And answer a question like this:

***What is the cool, rigid, outermost
layer of the earth?***

- a. The atmosphere***
- b. Lithosphere***
- c. Mesosphere***
- d. geosphere***

Topic: **The Environment and the
society**

**ESSENTIAL QUESTION: How do the
commons differ from the
individually owned land? (pg-16)**

Agenda

Catalyst	10 min
Plate tectonics WebQuest	20 min
Video -earth Quake	5min
Earth layer - Foldable	40min
Exit - Essential Question	5 min

Thursday

August 24, 2017

NOTES - Chapter-1- test- 08/24

EVERYONE NEEDS A PACK OF CRYONS AND COLOR PENCILS FOR THE NEXT TWO WEEKS!!!!

GPS - SEV4.

Students will understand and describe availability, allocation and conservation of energy and other resources

CATALYST: text book, (pg- 18)

List 3 possible local population pressures on the environment.

LEARNING TARGETS:

Describe the need for informed decision making of resource utilization.(i.e. energy and water usage allocation, conservation, food and land, and long-term depletion)

And answer a question like this:

The collision of tectonic plates creates what geologic features?

- a. The atmosphere***
- b. Lithosphere***
- c. Mountains***
- d. Hydrothermal vents***

Topic: **The Environment and the society**

ESSENTIAL QUESTION: What is the consumption trend in the developed nations? How does it affect the environment? (pg 19)

Agenda

Catalyst	10 min
Atmosphere - WebQuest	40 min
Video -earth Quake	5min
Atmospheric layer- Foldable	40min
Exit - Essential Question	5 min

Friday
August 25, 2017

NOTES – Chapter-3-word quiz – 08/29
**EVERYONE NEEDS A PACK OF
CRAYONS AND COLOR PENCILS FOR
THE NEXT TWO WEEKS!!!!**

GPS -

SEV1. Obtain, evaluate, and communicate information to investigate the flow of energy and cycling of matter within an ecosystem.

CATALYST: text book, (pg- 65)

Name and describe the physical layers into which scientists divide the earth.

LEARNING TARGETS:

I can develop a model to compare the levels of biological organization
I can analyze the levels of biological organization
I can explain the layers of earth and model it

And answer a question like this:

What determines the weather we experience on Earth?

- Movement of water over land***
- Gases trapping heat***
- Absorption of radiation by air***
- Air constantly moving through the earths atmosphere***

Topic: **The Geosphere**

ESSENTIAL QUESTION: How many parts the earth system is divided into? Name them. (pg 63)

Agenda

Catalyst	10 min
Atmosphere – WebQuest/ foldable	40 min
Study guide – chapter-3	30min
COMPLETE THE Chapter-notes	
Exit – Essential Question	5 min

Monday

August 28, 2017

NOTES – Chapter-3- word test– 08/30

EVERYONE NEEDS A PACK OF CRAYONS AND COLOR PENCILS FOR THE NEXT TWO WEEKS!!!!

GPS -

SEV1. Obtain, evaluate, and communicate information to investigate the flow of energy and cycling of matter within an ecosystem.

CATALYST

Name and describe the compositional layers of the earth (pg- 65)

LEARNING TARGETS:

I can describe the composition of the earth's layers

I can describe the layers of the earth based on its physical and chemical composition

I can explain the plate tectonics and related activities

And answer a question like this:

Where are most of the earth's volcanoes located?

- a. Within tropical rain forest***
- b. Near Mount. St. Helen***
- c. Near the Antarctic***
- d. Near tectonic plate boundaries***

Topic: **The Geosphere**

ESSENTIAL QUESTION: How do scientists learn about earth's interiors? (pg-64)

Agenda

Catalyst	10 min
Chapter-1 -words	20 min
Chapter-1-notes	30min
Start on the WebQuest – Earth layers- Annenberg	Remaining time
Exit – Essential Question	5 min

Tuesday
August 29, 2017

NOTES - Chapter-3- word test- 08/30

**EVERYONE NEEDS A PACK OF
CRAYONS AND COLOR PENCILS FOR
THE NEXT TWO WEEKS!!!!**

GPS -

SEV1. Obtain, evaluate, and communicate information to investigate the flow of energy and cycling of matter within an ecosystem.

CATALYST: text book, (pg- 67)

Explain the main causes of earthquakes and their effects

LEARNING TARGETS:

I can describe the composition of the earths layers

I can describe the layers of the earths based on its physical and chemical composition

I can explain the plate tectonics and related activities

And answer a question like this:

seventy eight percent of earths atmosphere is made of?

- a. Oxygen***
- b. Hydrogen***
- c. Nitrogen***
- d. Carbon Dioxide***

Topic: **The Geosphere**

ESSENTIAL QUESTION: How do mountain ranges result as a process of tectonic plate collision? (pg-66)

Agenda

Catalyst	10 min
WebQuest – Exploring the Earth layers	50 min
Complete chapter notes	20min
Exit – Essential Question	5 min

Wednesday
August 30, 2017

NOTES - Chapter-3- word test- 08/30

**EVERYONE NEEDS A PACK OF
CRAYONS AND COLOR PENCILS FOR
THE NEXT TWO WEEKS!!!!**

GPS -

SEV1. Obtain, evaluate, and communicate information to investigate the flow of energy and cycling of matter within an ecosystem.

CATALYST: text book, (pg- 69)

Describe the effects that a large scale volcanic eruption can have on the global climate.

LEARNING TARGETS:

I can distinguish between biotic and abiotic factors in an ecosystem
I can describe how a population differs from a species
I can explain how habitats are important for organisms

And answer a question like this:

Currents at the surface of the ocean are mostly moved by

- a. Salinity***
- b. Wind***
- c. Heat***
- d. The mixing of warm and cold water***

Topic: **The Geosphere**

ESSENTIAL QUESTION: How is volcano eruption caused? Write any three local effects of volcanic eruption.

Agenda

Catalyst	10 min
Earth Layer foldable	60 min
Complete the notes and vocabulary from chapter-3	20min

Thursday

August 31, 2017

NOTES - Chapter-3- word test- 08/30

EVERYONE NEEDS A PACK OF CRAYONS AND COLOR PENCILS FOR THE NEXT TWO WEEKS!!!!

GPS -

SEV1. Obtain, evaluate, and communicate information to investigate the flow of energy and cycling of matter within an ecosystem.

CATALYST: text book, (pg - 70)

Describe how wind and water alter the Earths surface.

LEARNING TARGETS:

I can describe the composition of the earth atmosphere

I can describe the layers of the earths atmosphere

I can explain the mechanism of heat transfer in Earths atmosphere

And answer a question like this:

Which of the following pairs of organisms belong to the same population

a. A dog and a cat

b. A marigold and a Geranium

c. A human mother and her child

d. A spider and a cockroach

Topic: **The Atmosphere**

ESSENTIAL QUESTION: What is erosion and how does it effect the structure of rocks?

Agenda

Catalyst	10 min
Chapter-3-word test	25 min
Atmosphere WebQuest	40min
Check for understanding – the geosphere – Turn in the foldable	10min
Exit ticket	

Friday

September 01, 2017

NOTES - Chapter-3- content test-
09/07

**EVERYONE NEEDS A PACK OF
CRAYONS AND COLOR PENCILS FOR
THE NEXT TWO WEEKS!!!!**

LEARNING TARGETS:

**I can describe the composition of the
earth atmosphere**

**I can describe the layers of the earths
atmosphere**

**I can explain the mechanism of heat
transfer in Earths atmosphere**

And answer a question like this:

***Which of the following components
of an ecosystem are not abiotic
factors?***

- a. wind***
- b. Small rocks***
- c. sunlight***
- d. Tree branches***

GPS -

SEV1. Obtain, evaluate, and communicate information to investigate the flow of energy and cycling of matter within an ecosystem.

CATALYST: text book, (pg - 71)

**Describe the composition of earths
atmosphere**

Topic: **The Atmosphere**

ESSENTIAL QUESTION: Name three factors that contributes to the changing composition of the atmosphere. (pg-71)

Agenda

Catalyst	10 min
The atmosphere WebQuest	30 min
Graphing atmosphere	25min
Research on hurricanes	30min

Tuesday
September 05, 2017

NOTES — Chapter-3- content test-
09/07

**EVERYONE NEEDS A PACK OF
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THE NEXT TWO WEEKS!!!!**

LEARNING TARGETS:

**I can describe the composition of the
earth atmosphere**
**I can describe the layers of the earths
atmosphere**
**I can explain the mechanism of heat
transfer in Earths atmosphere**

And answer a question like this:

***Which of these phrases does not
describe part of the process of
evolution by natural selection?***

- The environment contain limited
resources***
- Organisms produce more
offspring than will survive to
reproduce***
- Communities involve populations
of several species***
- Tree branches***

GPS -

SEV1. Obtain, evaluate, and communicate
information to investigate the flow of energy and
cycling of matter within an ecosystem.

CATALYST: text book, (pg- 72&73)

**Describe a characteristic of each
layer of atmosphere**

Topic: **The Atmosphere**

ESSENTIAL QUESTION: Why is the
atmosphere denser near the earth's
surface? (pg-72)

Agenda

Catalyst	10 min
Atmosphere webquest	20 min
Graphing - atmosphere	20min
Begin on atmosphere foldable	Remaining time
Exit	

Wednesday September 06, 2017

NOTES — Chapter-3- content test-
09/08

**EVERYONE NEEDS A PACK OF
CRAYONS AND COLOR PENCILS FOR
THE NEXT TWO WEEKS!!!!**

LEARNING TARGETS:

**I can describe the composition of the
earth atmosphere**
**I can describe the layers of the earths
atmosphere**
**I can explain the mechanism of heat
transfer in Earths atmosphere**

And answer a question like this:

***Which of these phrases does not
describe part of the process of
evolution by natural selection?***

- The environment contain limited
resources***
- Organisms produce more
offspring than will survive to
reproduce***
- Communities involve populations
of several species***
- Tree branches***

GPS -

SEV1. Obtain, evaluate, and communicate
information to investigate the flow of energy and
cycling of matter within an ecosystem.

CATALYST: text book, (pg- 74)

**Explain the three mechanisms of
heat transfer in Earths atmosphere.**

Topic: **The Atmosphere**

ESSENTIAL QUESTION: Why does cool air
sink and warm air rise in the
atmosphere? (pg-75)

Agenda

Catalyst	10 min
Atmosphere layer foldable	60 min
Graphing – atmosphere-finish it up	Remaining time
Exit	

Thursday

September 07, 2017

NOTES — Chapter-3- content test-
09/12

**EVERYONE NEEDS A PACK OF
CRAYONS AND COLOR PENCILS FOR
THE NEXT TWO WEEKS!!!!**

LEARNING TARGETS:

**I can describe the composition of the
earth atmosphere**

**I can describe the layers of the earths
atmosphere**

**I can explain the mechanism of heat
transfer in Earths atmosphere**

And answer a question like this:

***Which of these phrases does not
describe part of the process of
evolution by natural selection?***

- a. The environment contain limited
resources***
- b. Organisms produce more
offspring than will survive to
reproduce***
- c. Communities involve populations
of several species***
- d. Tree branches***

GPS -

SEV1. Obtain, evaluate, and communicate
information to investigate the flow of energy and
cycling of matter within an ecosystem.

CATALYST: text book, (pg- 76)

**Describe the role of green house
gases in earths atmosphere?**

Topic: **The Atmosphere**

ESSENTIAL QUESTION: How does human
activity change some green house
gas levels? (pg-76)

Agenda

Catalyst	10 min
Green House effect - Simulation	60 min
Graphing - atmosphere-finish it up	Remaining time
Exit	

Friday
September 08, 2017

NOTES — Chapter-3- content test- 09/12

EVERYONE NEEDS A PACK OF CRAYONS AND COLOR PENCILS FOR THE NEXT TWO WEEKS!!!!

LEARNING TARGETS:

I can name the three major processes in the water cycle

I can describe the properties of ocean water

I can describe the two types of ocean currents

And answer a question like this:

Which of these phrases does not describe part of the process of evolution by natural selection?

- a. The environment contain limited resources***
- b. Organisms produce more offspring than will survive to reproduce***
- c. Communities involve populations of several species***
- d. Tree branches***

GPS -

SEV1. Obtain, evaluate, and communicate information to investigate the flow of energy and cycling of matter within an ecosystem.

CATALYST: text book, (pg- 77)

Name and describe each of the three major processes in the water cycle?

Topic: **The Hydrosphere & Biosphere**

ESSENTIAL QUESTION: What is hydrosphere? Name 5 water bodies in the hydrosphere. (pg-77)

Agenda

Catalyst	10 min
WebQuest – Hydrosphere & Biosphere	60 min
Graphing – atmosphere-finish it up	Remaining time
Exit	

Thursday

September 14, 2017

NOTES — Chapter-3- content test-
09/15

**EVERYONE NEEDS A PACK OF
CRAYONS AND COLOR PENCILS FOR
THE NEXT TWO WEEKS!!!!**

LEARNING TARGETS:

**I can name the three major processes in
the water cycle**

**I can describe the properties of ocean
water**

**I can describe the two types of ocean
currents**

And answer a question like this:

***Which of these phrases does not
describe part of the process of
evolution by natural selection?***

- a. The environment contain limited
resources***
- b. Organisms produce more
offspring than will survive to
reproduce***
- c. Communities involve populations
of several species***
- d. Tree branches***

GPS -

SEV1. Obtain, evaluate, and communicate
information to investigate the flow of energy and
cycling of matter within an ecosystem.

CATALYST: text book, (pg- 80)

**Describe the properties of ocean
water.**

Topic: **The Hydrosphere & Biosphere**

ESSENTIAL QUESTION: What is salinity?
**Name two factors that the salinity
depends on? (pg-80)**

Agenda

Catalyst	10 min
WebQuest – Hydrosphere & Biosphere	60 min
Graphing – atmosphere-finish it up	Remaining time
Exit	

Friday
September 15, 2017

NOTES — Chapter-3- content test-
09/15

**EVERYONE NEEDS A PACK OF
CRAYONS AND COLOR PENCILS FOR
THE NEXT TWO WEEKS!!!!**

LEARNING TARGETS:

**I can name the three major processes in
the water cycle**

**I can describe the properties of ocean
water**

**I can describe the two types of ocean
currents**

And answer a question like this:

***Which of these phrases does not
describe part of the process of
evolution by natural selection?***

- a. The environment contain limited
resources***
- b. Organisms produce more
offspring than will survive to
reproduce***
- c. Communities involve populations
of several species***
- d. Tree branches***

GPS -

SEV1. Obtain, evaluate, and communicate
information to investigate the flow of energy and
cycling of matter within an ecosystem.

CATALYST: text book, (pg- 82)

**Describe the two types of ocean
currents.**

Topic: **The Hydrosphere & Biosphere**

ESSENTIAL QUESTION: What is Antarctic
bottom water and how is it
produced? (pg-82)

Agenda

Catalyst	10 min
Chapter-3-test	70min
Exit	

Monday

September 25, 2017

NOTES — Chapter-4- word test- 09/28
EVERYONE NEEDS A PACK OF CRAYONS AND COLOR PENCILS FOR THE NEXT TWO WEEKS!!!!

GPS -

SEV1. Obtain, evaluate, and communicate information to investigate the flow of energy and cycling of matter within an ecosystem.

CATALYST: text book, (pg- 100)

List the abiotic and biotic factors you see in the northern ecosystem in figure-3.

LEARNING TARGETS:

I can distinguish between the biotic and abiotic factors in the ecosystem

I can describe how a population differs from a species

I can explain how habitats are important for organisms

And answer a question like this:

Which of the following organisms belong to the same population?

a. A dog and a cat

b. A marigold and a geranium

c. A human mother and her child

d. A spider and a cockroach

Topic: **Ecosystems**

ESSENTIAL QUESTION: What is the difference between a biotic factor and an abiotic factor? (pg-100)

Agenda

Catalyst	10 min
Chapter-4-words	20min
Chapter-4-closed reading	50min
Exit	5min

Tuesday
September 26, 2017

NOTES — Chapter-4- word test- 09/28
EVERYONE NEEDS A PACK OF CRAYONS AND COLOR PENCILS FOR THE NEXT TWO WEEKS!!!!

GPS -

SEV1. Obtain, evaluate, and communicate information to investigate the flow of energy and cycling of matter within an ecosystem.

CATALYST: text book, (pg- 100)

What are the basic components required for an ecosystem survival?

LEARNING TARGETS:

I can distinguish between the biotic and abiotic factors in the ecosystem

I can describe how a population differs from a species

I can explain how habitats are important for organisms

And answer a question like this:

Which of the following components of an ecosystem are not abiotic factors?

- a. wind***
- b. Small rocks***
- c. sunlight***
- d. Tree branches***

Topic: **Ecosystems**

ESSENTIAL QUESTION: How do scientists organize living things? Draw a flowchart showing the organization of living things(pg-100 &101)

Agenda

Catalyst	10 min
Finish up chapter-4-closed reading	30min
Levels of organization media assignment	40min
Exit	5min

Wednesday September 27, 2017

GPS -

SEV2b – Recognize and give examples of the hierarchy of the biological entities of the biosphere.

CATALYST: text book, (pg- 103)

Explain the process of evolution by natural selection.

Topic: **Evolution**

ESSENTIAL QUESTION: How is artificial selection different from natural selection?

LEARNING TARGETS:

I can explain the process of evolution by natural selection

I can explain the concept of adaptation

I can describe the steps by which a population of insects becomes resistant to a pesticide

And answer a question like this:

Some snakes produce a powerful poison that paralyzes their prey. This poison is an example of?

- a. resistance***
- b. An adaptation***
- c. A reptile***
- d. An abiotic factor***

Agenda

Catalyst	10 min
Complete the poster - ecosystem.	50 min
Exit	5 min
Case study -3	Remaining time

Thursday September 28, 2017

GPS -

SEV1. Obtain, evaluate, and communicate information to investigate the flow of energy and cycling of matter within an ecosystem.

CATALYST: text book, (pg- 106)

Describe one way in which artificial selection can benefit humans.

LEARNING TARGETS:

I can explain the process of evolution by natural selection

I can explain the concept of adaptation

I can describe the steps by which a population of insects becomes resistant to a pesticide

And answer a question like this:

Angiosperms called roses come in a variety of shapes and colors as a result of

- a. Natural selection***
- b. coevolution***
- c. Different ecosystems***
- d. Artificial selection***

Topic: **Evolution**

ESSENTIAL QUESTION: How does coevolution benefit the Hawaiian honey creeper and the lobelia flower? (pg – 106)

Agenda

Catalyst	10 min
Word test – chapter-4.	25min
Complete the case study	20 min
Reading on organization of life	25min
Exit	5min

Friday September 29, 2017

GPS -

SEV1. Obtain, evaluate, and communicate information to investigate the flow of energy and cycling of matter within an ecosystem.

CATALYST: text book, (pg- 107)

Explain how a population of insects could become resistant to pesticide.

LEARNING TARGETS:

I can explain the process of evolution by natural selection

I can explain the concept of adaptation

I can describe the steps by which a population of insects becomes resistant to a pesticide

And answer a question like this:

Single celled organisms that live in swamps and produce methane gas are,

- a. Protists***
- b. Archaeobacteria***
- c. fungi***
- d. eubacteria***

Topic: **Evolution**

ESSENTIAL QUESTION: What is resistance, and what does it have to do with evolution? (pg-107)

Agenda

Catalyst	10 min
WebQuest – Kingdoms of life.	40 min
Reading on organization of life	30min
Exit	5min

Monday

October 2, 2017

**NOTES – Chapter-4- content test–
10/04**

GPS -

SEV1. Obtain, evaluate, and communicate information to investigate the flow of energy and cycling of matter within an ecosystem.

CATALYST: text book, (pg- 111)

Describe how animals and angiosperms depend on each other.

LEARNING TARGETS:

I can name the six kingdoms of organisms and describe their characteristics

I can explain the importance of bacteria and fungi to the environment

I can describe the interdependence of angiosperms and animals

And answer a question like this:

Single celled organisms that live in swamps and produce methane gas are,

- a. Protists***
- b. Archaeobacteria***
- c. fungi***
- d. eubacteria***

Topic: **The diversity of living things**

ESSENTIAL QUESTION: How is Gymnosperms different from angiosperms?

Agenda

Catalyst	10 min
Project poster - Ecosystems	30 min
Case study-4 - bottled water	25min
Study Guide - chapter-4	Remaining time
Exit ticket	5min

Wednesday
March 01, 2017

NOTES – Chapter-4- content test–
03/01

GPS -

SEV1b – Relate energy changes to food chain, food webs, and to trophic levels in a generalized ecosystem.

CATALYST: text book, (pg- 110)

Describe the importance of the protists in the ocean.

LEARNING TARGETS:

I can describe how energy is transferred from the sun to the producers and then to the consumers

I can explain one way in which consumers depends on producers

I can list two types of consumers

And answer a question like this:

Angiosperms called roses come out in a variety of shapes and colors as a result of,

- a. Natural selection***
- b. coevolution***
- c. Different ecosystems***
- d. Artificial selection***

Topic: **Energy Flow in Ecosystems**

ESSENTIAL QUESTION: What are lower plants? Give an example of the descendant of the lower plants seen today.

Agenda

Catalyst	10 min
Chapter test-4	50 min
What is for dinner reinforcement activity- food chain/Food web	Remaining time

Thursday
March 02, 2017

NOTES – Chapter-5- word test– 03/03

GPS -

SEV1b – Relate energy changes to food chain, food webs, and to trophic levels in a generalized ecosystem.

CATALYST: text book, (pg- 126)

Describe how energy is transferred from one organism to another.

LEARNING TARGETS:

I can describe how energy is transferred from the sun to the producers and then to the consumers

I can explain one way in which consumers depends on producers

I can list two types of consumers

And answer a question like this:

How does energy move through most ecosystems on earth

a. Sun to consumers to producers

b. Sun to producers to consumers to decomposers

c. Sun to decomposers to producers

d. None of the above

Topic: **Energy Flow in Ecosystems**

ESSENTIAL QUESTION: How do producers and consumers get energy from the sun?

Agenda

Catalyst	10 min
WebQuest – Energy flow- Go to my web page→ open the WebQuest doc-→ use the links from the doc to explore the WebQuest.	50 min
What is for dinner reinforcement activity- food chain/Food web	Remaining time

Friday
March 03, 2017

NOTES – Chapter-5- word test– 03/06

GPS -

SEV1b – Relate energy changes to food chain, food webs, and to trophic levels in a generalized ecosystem.

CATALYST: text book, (pg- 126)

Describe the role that producers play in the ecosystem.

LEARNING TARGETS:

I can describe how energy is transferred from the sun to the producers and then to the consumers

I can explain one way in which consumers depends on producers

I can list two types of consumers

And answer a question like this:

Which of the following groups are producers

a. Animals

b. Decomposers

c. herbivores

d. Plants

Topic: **Energy Flow in Ecosystems**

ESSENTIAL QUESTION: Where do the organisms living in the deep- ocean get their energy from?

Agenda

Catalyst	10 min
The Bio geo chemical – reading Activity	35 min
What is for dinner reinforcement activity- food chain/Food web - Reinforcement	30min

Monday

March 06, 2017

GPS -

SEV1b – Relate energy changes to food chain, food webs, and to trophic levels in a generalized ecosystem.

CATALYST: text book, (pg- 127)

Explain the difference between a herbivore and an omnivore.

LEARNING TARGETS:

I can describe how energy is transferred from the sun to the producers and then to the consumers

I can explain one way in which consumers depends on producers

I can list two types of consumers

And answer a question like this:

Which of the following pairs of organisms probably belong to the same trophic level

- a. Humans and bears***
- b. Bears and deer***
- c. Humans and cows***
- d. Bothe a and c***

Topic: **Energy Flow in Ecosystems**

ESSENTIAL QUESTION: Why are bears such as Grizzly bear are categorized as omnivores?

Agenda

Catalyst	10 min
The Bio geo chemical – reading Activity	30 min
Cycling of matter-webquest	45min

Wednesday
March 08, 2017

NOTES – Chapter-5- content test–
03/10

GPS -

SEV1b – Relate energy changes to food chain, food webs, and to trophic levels in a generalized ecosystem.

CATALYST: text book, (pg- 130)

Compare energy transfer in a food chain to energy transfer in a food web.

Topic: **Energy Flow in Ecosystems**

ESSENTIAL QUESTION: What happens to energy in a trophic level from one to the next as organisms feed on each other?

LEARNING TARGETS:

I can describe how energy is transferred from the sun to the producers and then to the consumers
I can explain one way in which consumers depends on producers
I can list two types of consumers

And answer a question like this:

Which of the following is correctly arranged from to the lower trophic level to the highest.

- Bacteria, frog, eagle, raccoon***
- Algae, deer, wolf, hawk***
- Grass, mouse, snake, eagle***
- Grass, bass, minnow, snake***

Agenda

Catalyst	10 min
Examining the stages in ecological succession	Remaining time
Cycling of matter-webquest	45min

Thursday

March 09, 2017

NOTES – Chapter-5- content test–
03/10

LEARNING TARGETS:

I can describe short term and long term processes of carbon cycle

I can identify one way that humans are affecting the carbon cycle

I can list the three stages of the nitrogen cycle

And answer a question like this:

What is the process that break down food to yield energy called?

- a. Cellular digestion***
- b. Cellular respiration***
- c. decomposition***
- d. photosynthesis***

GPS -

SEV3a,b&c – explain succession in terms of changes in communities through time to include changes in biomass, diversity and complexity.

CATALYST: text book, (pg- 132)

Describe the two processes of the carbon cycle.

Topic: **Energy Flow in Ecosystems**

ESSENTIAL QUESTION: How is carbon converted into limestone rock?

Agenda

Catalyst	10 min
Examining the stages in ecological succession	45 min
Vocabulary – chapter-6 - Biomes	20min

Friday
March 10, 2017

**NOTES – Chapter-5- content test–
03/10**

LEARNING TARGETS:

I can describe short term and long term processes of carbon cycle

I can identify one way that humans are affecting the carbon cycle

I can list the three stages of the nitrogen cycle

And answer a question like this:

What role do bacteria play during the nitrogen cycle?

- a. They store nitrogen in waste***
- b. They turn nitrogen into phosphate***
- c. They convert nitrogen into water***
- d. They turn nitrogen into a form that living things can use***

GPS -

SEV3a,b&c – explain succession in terms of changes in communities through time to include changes in biomass, diversity and complexity.

CATALYST: text book, (pg- 133)

Describe how the burning of fossil fuels affects the carbon cycle?

Topic: **Energy Flow in Ecosystems**

ESSENTIAL QUESTION: Why are decomposers an essential part of ecosystem?

Agenda

Catalyst	10 min
Chapter test-5	60 min
Vocabulary – chapter-6 - Biomes	20min

Tuesday
March 14, 2017

**NOTES – Chapter-5- content test–
03/10**

GPS -

SEV2c – characterize the components that define a Biome.

CATALYST: text book, (pg - 153)

Describe how plants determine the name of a Biome?

LEARNING TARGETS:

I can describe why vegetation is used to describe a biome

I can explain how temperature and precipitation determine which plants grow in an area

I can explain the affect of latitude and altitude on the type of plants grow in an area

And answer a question like this:

Which of the following describes a biome?

- a. All of the areas on earth***
- b. Weather conditions in an area***
- c. A region characterized by specific climate & organism communities***
- d. An area where the animal population interacts with its abiotic component***

Topic: **What is a Biome?**

ESSENTIAL QUESTION: How are ecosystems related to Biomes?

Agenda

Catalyst	10 min
Chapter test-5	60 min
Complete - Chapter-6-notes	Remaining time

Wednesday

March 15, 2017

NOTES – Chapter-5- content test–
03/10

GPS -

SEV2c – characterize the components that define a Biome.

CATALYST: text book, (pg - 154)

Explain how temperature affects which plants grow in an area?

LEARNING TARGETS:

I can describe why vegetation is used to describe a biome

I can explain how temperature and precipitation determine which plants grow in an area

I can explain the affect of latitude and altitude on the type of plants grow in an area

And answer a question like this:

What is the diversity of the species in an area depend on?

- a. Plant life***
- b. rainfall***
- c. sunlight***
- d. temperature***

Topic: **What is a Biome?**

ESSENTIAL QUESTION: Name two factors that determine a regions climate?

Agenda

Catalyst	10 min
Graphic organizer – biome chart and biomes of the world chart	40 min
Start on biome poster project	Remaining time

Thursday

March 16, 2017

GPS -

SEV2c – characterize the components that define a Biome.

CATALYST: text book, (pg - 154)

Explain how precipitation affects which plants grow in an area?

LEARNING TARGETS:

I can describe why vegetation is used to describe a biome

I can explain how temperature and precipitation determine which plants grow in an area

I can explain the affect of latitude and altitude on the type of plants grow in an area

And answer a question like this:

Which of the following biomes contain large trees?

- a. savanna***
- b. Temperate rain forest***
- c. chaparral***
- d. desert***

Topic: **What is a Biome?**

ESSENTIAL QUESTION: Define climate?

Agenda

Catalyst	10 min
Web Quest – iomes and comparing the world biomes	60min
Begin on the biome poster	Remaining time

Friday
March 17, 2017

NOTES – Chapter-6- word test– 03/21

LEARNING TARGETS:

- I can describe why vegetation is used to describe a biome**
- I can explain how temperature and precipitation determine which plants grow in an area**
- I can explain the affect of latitude and altitude on the type of plants grow in an area**

And answer a question like this:

- The two main factors that determine where organisms live are?***
- a. Soil type and precipitation***
 - b. Temperature and precipitation***
 - c. Altitude and precipitation***
 - d. Temperature and latitude***

GPS -

SEV2c – characterize the components that define a Biome.

CATALYST: text book, (pg - 155)

How is latitude different from altitude?

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **What is a Biome?**

ESSENTIAL QUESTION: How do latitude and altitude affect the organisms that live in a biome?

Agenda

Catalyst	10 min
Group activity – biome presentation project Continued	80 min
Finish up Biome poster project	

Monday

March 20, 2017

LEARNING TARGETS:

I can list 3 characteristics of tropical rain forests
I can name and describe the main layers of a tropical rain forest
I can describe one plant in a temperate deciduous forest and an adaptation that helps the plant survive

And answer a question like this:

Which Biome covers the most surface area in Africa?

- Desert***
- High land***
- Mediterranean***
- Steppe***

GPS -

SEV2c – characterize the components that define a Biome.

CATALYST: text book, (pg - 156)

List 3 characteristics of tropical rain forest?

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **Forest biomes?**

ESSENTIAL QUESTION: As moisture decreases, what happens to the amount of vegetation in an area ?

Agenda

Catalyst	10 min
Group activity – biome presentation project begin	80 min
Finish up Biome poster project	

Tuesday
March 21, 2017

NOTES – Chapter-6- word test– 03/21

LEARNING TARGETS:

I can list 3 characteristics of tropical rain forests
I can name and describe the main layers of a tropical rain forest
I can describe one plant in a temperate deciduous forest and an adaptation that helps the plant survive

And answer a question like this:

Animal species of the tropical rain forest,

- a. Compete more for available resources***
- b. Have adaptations that minimize competition***
- c. Have adaptations to cope with extreme climates***
- d. Are never camouflaged***

GPS -

SEV2c – characterize the components that define a Biome.

CATALYST: text book, (pg - 158)

Name the main layers of a tropical rain forest. What kinds of plants grow in each layer?

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **Forest biomes?**

ESSENTIAL QUESTION: in which layer of the rain forest is most of the animal life found? Why?

Agenda

Catalyst	10 min
Group activity – biome presentation project Contd and completed	80 min
Finish up Biome poster project	

Wednesday
March 22, 2017

NOTES – Chapter-6- content test–
03/24 devon was here

LEARNING TARGETS:

I can describe one adaptation that can survive an animal in the taiga
I can name and describe two threats of the forest biomes
I can describe one plant in a temperate deciduous forest and an adaptation that helps the plant survive

And answer a question like this:

Migration of the animals In the savannah is mostly a response to,

- a. Predation***
- b. Altitude***
- c. rainfall***
- d. temperature***

GPS -

SEV2c – characterize the components that define a Biome.

CATALYST: text book, (pg - 160)

Describe two ways in which tropical rain forest of the world are being threatened?

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **Forest biomes?**

ESSENTIAL QUESTION: How might deforestation in china and other countries affect the over all climate of the earth?

Agenda

Catalyst	10 min
Group activity – biome presentation project presentations	80 min
Finish up Biome poster project	

Thursday

March 23, 2017

NOTES – Chapter-6- content test–
03/24

LEARNING TARGETS:

I can describe the difference between tropical & temperate grass lands

I can describe the climate in a chaparral biome

I can describe two desert animals and the adaptations that can help them survive

And answer a question like this:

Spadefoot toads survive in desert by,

- a. Migrating to seasonal watering holes***
- b. Finding underground springs***
- c. Burying themselves in the ground***
- d. Drinking cactus juice***

GPS -

SEV2c – characterize the components that define a Biome.

CATALYST: text book, (pg - 171)

Describe two desert animals and adaptations that help them survive?

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **Grass land, Desert & Tundra Biomes?**

ESSENTIAL QUESTION: How do desert plants survive harsh conditions?

Agenda

Catalyst	10 min
Chapter-7- vocabulary definitions	20 min
Chapter-7-closed text reading	60min

Friday

March 24, 2017

NOTES – Chapter-6- content test–
03/24

GPS -

SEV2d – Characterize the components that define fresh water and marine systems .

CATALYST: text book, (pg - 185)

Describe two factors that determine where an organism lives in an aquatic ecosystem?

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **Fresh water ecosystems?**

ESSENTIAL QUESTION: What is salinity?
Name the two major aquatic ecosystems based on salinity.

LEARNING TARGETS:

I can describe the factors that determine where an organism lives in an aquatic ecosystem

I can describe the littoral zone or the benthic zone that make up a lake or pond

I can describe the two environmental functions of a wet land

And answer a question like this:

Wet lands are important to fisheries in the US because,

- a. They are the easiest place catch fish***
- b. They are the breeding place for insects that are eaten by fish***
- c. They provide the most desirable species of fish***
- d. The fishes caught each year uses these places for feeding & spawning***

Monday

March 27, 2017

NOTES – Chapter-6- content test–
03/24

GPS -

SEV2d – Characterize the components that define fresh water and marine systems .

CATALYST: text book, (pg - 186)

Compare the littoral zone of a lake with the benthic zone?

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **Fresh water ecosystems?**

ESSENTIAL QUESTION: List down five examples of fresh water ecosystems. .

LEARNING TARGETS:

I can describe the factors that determine where an organism lives in an aquatic ecosystem

I can describe the littoral zone or the benthic zone that make up a lake or pond

I can describe the two environmental functions of a wet land

And answer a question like this:

- Animals that live in Estuaries,***
- Tend to produce few offspring's***
 - Are usually found in unpolluted environments***
 - Must be adapted to varying levels of salinity***
 - Are adapted to cold water conditions***

Agenda

Catalyst	10 min
Chapter-6- Test	60 min
Complete the power point on chapter-7	

Tuesday

March 28, 2017

NOTES – Chapter-6- content test–
03/24

GPS -

SEV2d – Characterize the components that define fresh water and marine systems .

CATALYST: text book, (pg - 187)

List two environmental functions that wetland provide? How do these functions affect you?

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **Fresh water ecosystems?**

ESSENTIAL QUESTION: What is eutrophication. Name one process that can accelerate eutrophication

LEARNING TARGETS:

I can describe one threat against the river ecosystems.

I can describe the littoral zone or the benthic zone that make up a lake or pond

I can describe the two environmental functions of a wet land

And answer a question like this:

Bacteria's can kill organisms in eutrophic lakes by,

- a. Feeding on decaying plants and animals***
- b. Reducing oxygen dissolved in the water***
- c. Both A and B***
- d. Neither A & B***

Agenda

Catalyst	10 min
Watch – the freshwater video – national geographic 7 answer the questions	60 min
Complete the power point on chapter-7	

Wednesday
March 29, 2017

NOTES – Chapter-7- word test– 03/30

GPS -

SEV2d – Characterize the components that define fresh water and marine systems .

CATALYST: text book, (pg - 190)

Describe one threat against the river ecosystems

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **Fresh water ecosystems?**

ESSENTIAL QUESTION: What effect can runoff have on the health of organisms that live in an around a river?

LEARNING TARGETS:

I can describe one threat against the river ecosystems.

I can describe the littoral zone or the benthic zone that make up a lake or pond

I can describe the two environmental functions of a wet land

And answer a question like this:

Arctic ecosystems are considered marine ecosystems because

- a. They contain an enormous amount of frozen sea water***
- b. They inhabited by few organisms***
- c. Sunlight is limited***
- d. Phytoplankton's form the basis of arctic food webs***

Agenda

Catalyst	10 min
Marine ecosystem - WebQuest	60 min
Complete the power point on chapter-7	

Thursday

March 30, 2017

GPS -

SEV2d – Characterize the components that define fresh water and marine systems .

CATALYST: text book, (pg - 191)

Explain why estuaries are very productive ecosystems

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **Fresh water ecosystems?**

ESSENTIAL QUESTION: Why are estuaries vulnerable to the effects of pollution? (pg-193)

LEARNING TARGETS:

I can explain why an estuary is a very productive ecosystem.

I can compare salt marshes and mangrove swamps

I can describe the two environmental functions of a wet land

And answer a question like this:

Which of the following statements does not describe a wetland

- a. They buffer shorelines against erosion***
- b. They provide spawning grounds for fishes***
- c. They filter pollutants***
- d. They make good hazardous waste dumpsites***

Agenda

Catalyst	10 min
Video – Deep seas	60 min
Word test- chapter-7	

Monday
April 10, 2017

NOTES - Chapter-8- word test- 04/14

LEARNING TARGETS:

I can describe the three main properties of a population.
I can describe exponential population growth
I can describe how the reproductive behavior of individuals can affect the growth rate of their population

And answer a question like this:

In which of the following pairs do the organisms belong to the same population?

- a. A rose and a carnation***
- b. A zebra and a horse***
- c. Two residents of New York city***
- d. Two similar species of monkeys***

GPS -

SEV5a - Describe factors affecting population growth of all organisms, including humans.

CATALYST: text book, (pg - 212)

Compare two populations in terms of size, density and dispersion. Choose any population that you know of

NOTE - CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **How Populations Change in Size**

ESSENTIAL QUESTION: Describe the ways that you can study the relationship of organisms with their environment? (pg-211)

Agenda

Catalyst	10 min
Vocabulary – chapter-8	20 min
Complete the power point notes – cloze text	25min
Turkey Trouble population Lab	Remaining time

Tuesday
April 11, 2017

NOTES – Chapter-8- word test– 04/12
Chapter-8- content test – 04/14

GPS -

SEV5a – Describe factors affecting population growth of all organisms, including humans.

CATALYST: text book, (pg - 213)

Describe exponential population growth

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **How Populations Change in Size**

ESSENTIAL QUESTION: Under what conditions does exponential population growth take place? (pg-213)

LEARNING TARGETS:

I can describe the three main properties of a population.
I can describe exponential population growth
I can describe how the reproductive behavior of individuals can affect the growth rate of their population

And answer a question like this:

A population of some species is most likely to grow exponentially,

- If the species is already very common in the area***
- When the species moves into a new area of suitable habitat***
- When it uses the same habitat as a similar species***
- If the population size is already larger***

Agenda

Catalyst	10 min
Turkey Trouble population Lab	50min
Chapter-8-graphic organizers	25min

Wednesday
April 12, 2017

NOTES – Chapter-8- word test– 04/12
Chapter-8- content test – 04/14

LEARNING TARGETS:

I can explain how population sizes in nature are regulated.
I can describe exponential population growth
I can describe how the reproductive behavior of individuals can affect the growth rate of their population

And answer a question like this:

- A population will most likely deplete the resources of its environment if the population***
- Grows beyond carrying capacity***
 - Must share resources with many other species***
 - Moves frequently from one habitat to other***
 - Has a low reproductive potential***

GPS -

SEV5a – Describe factors affecting population growth of all organisms, including humans.

CATALYST: text book, (pg – 214 & 215)

Describe three methods by which the reproductive behavior of individuals can affect the growth rate of a population.

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **How Populations Change in Size**

ESSENTIAL QUESTION: Describe one example of competition among members of a population? (pg-215)

Agenda

Catalyst	10 min
Carrying capacity and Kaibab population	50min
Chapter-8-graphic organizers	25min

Monday

April 17, 2017

NOTES – Chapter-8- word test– 04/12
Chapter-8- content test – 04/14

LEARNING TARGETS:

I can explain the difference between niche and habitat.

I can give examples of parts of a niche

I can describe the five major types of interaction between the species

And answer a question like this:

A the growth rate of a population of geese will probably increase within an year if,

- a. More birds die than are hatched***
- b. Several females begin lying eggs at younger ages than their mother did***
- c. Most females lay 2 eggs instead of 3 during a nesting season***
- d. Some birds get lost during migration***

GPS -

SEV5a – Describe factors affecting population growth of all organisms, including humans.

CATALYST: text book, (pg – 217)

How is an organisms niche different from its habitat?

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **How Populations Change in Size**

ESSENTIAL QUESTION: Describe the parts that are included in a niche of organisms? (pg-217)

Agenda

Catalyst	10 min
Graphic organizers	30min
Study guide	Remaining time

Tuesday

April 18, 2017

NOTES – Chapter-8- word test– 04/12
Chapter-8- content test – 04/14

LEARNING TARGETS:

I can describe how the size and growth rate of the human population has changed in the last 200 years.
I can define 4 properties scientists use to predict population sizes
I can make predictions about population trends based on age structure

And answer a question like this:

- Age structure data include all of the following except,***
- The number of members of a population who are between 5 & 11 years old***
 - The ratio of males to females***
 - The amount of population change***
 - The ratio of older to younger people***

GPS -

SEV5a – Describe factors affecting population growth of all organisms, including humans.

CATALYST: text book, (pg – 235)

Describe how the size and the growth rate of the human population has changed in the last 200 years?

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **How Populations Change in Size**

ESSENTIAL QUESTION: What do demographers study? (pg-235)

Agenda

Catalyst	10 min
Graphic organizers	30min
Chapter-8 test	60min

Wednesday
April 19, 2017

NOTES – Chapter-9- word test– 04/21

GPS -

SEV5a – Describe factors affecting population growth of all organisms, including humans.

CATALYST: text book, (pg – 236&237)

Define four properties that scientists use to predict population sizes?

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **How Populations Change in Size**

ESSENTIAL QUESTION: How can a population pyramid help demographers predict changes in a population over time? (pg-236)

LEARNING TARGETS:

I can describe how the size and growth rate of the human population has changed in the last 200 years.
I can define 4 properties scientists use to predict population sizes
I can make predictions about population trends based on age structure

And answer a question like this:

Human population growth accelerated in recent centuries mostly because of,

- The bubonic plague***
- Better hygiene and food***
- The discovery of electricity***
- Improved efficiency of fuel***

Agenda

Catalyst	10 min
Graphic organizers	30min
Chapter-9-vocabulary	20min
Video notes - 1&2	Remaining time

Thursday

April 20, 2017

GPS -

SEV5a – Describe factors affecting population growth of all organisms, including humans.

CATALYST: text book, (pg – 236)

Explain what we can predict about a populations likely growth rates based on its current age structure?

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **How Populations Change in Size**

ESSENTIAL QUESTION: What do demographers do in order to predict survivorship? (pg-236)

LEARNING TARGETS:

I can describe how the size and growth rate of the human population has changed in the last 200 years.
I can define 4 properties scientists use to predict population sizes
I can make predictions about population trends based on age structure

And answer a question like this:

- Which countries have type-1-survivorship?***
- The most developed***
 - The least developed***
 - Countries in the 2nd stage of the demographic transition***
 - Countries in the 1st stage of the transition***

Agenda

Catalyst	10 min
Graphic organizers	30min
Video notes - 1&2	Remaining time

Friday
April 21, 2017

NOTES – Chapter-9- word test– 04/21

LEARNING TARGETS:

I can describe how the size and growth rate of the human population has changed in the last 200 years.
I can define 4 properties scientists use to predict population sizes
I can make predictions about population trends based on age structure

And answer a question like this:

The demographic transition is a (n),
a. Untested hypothesis
b. Natural law
c. Model based on observed pattern
d. International law

GPS -

SEV5a – Describe factors affecting population growth of all organisms, including humans.

CATALYST: text book, (pg – 239)

Describe the four stages of the demographic transition?

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **How Populations Change in Size**

ESSENTIAL QUESTION: Which stage of the demographic transition is characterized by a high birth rate and a declining death rate? (pg-236)

Agenda

Catalyst	10 min
Word Quiz – chapter-9	25min
Definitions – chapter-10	20min
Power point notes – chapter-10	Remaining time

Monday

April 24, 2017

NOTES – Chapter-9- content test–
04/28

GPS -

SEV5a – Describe factors affecting population growth of all organisms, including humans.

CATALYST: text book, (pg – 241)

Describe three problems caused by rapid population growth?

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **How Populations Change in Size**

ESSENTIAL QUESTION: What is infrastructure and give examples of it? (pg-236)

LEARNING TARGETS:

I can describe three problems caused by rapid population growth. I can compare the population growth problems in developed and developing countries I can analyze strategies countries may use to reduce the population growth

And answer a question like this:

A country in the 2nd stage of demographic transition may have all of the following except,

- Increasing agricultural production***
- Improving healthcare & education***
- Decreasing population size***
- Decreasing death rates***

Agenda

Catalyst	10 min
Word Quiz – chapter-9 (make up)	25min
Bio diversity loss effect chart	25min
Bio diversity study sheet	25min

Tuesday
April 25, 2017

NOTES – Chapter-9- content test–
04/28

LEARNING TARGETS:

I can describe three problems caused by rapid population growth. I can compare the population growth problems in developed and developing countries I can analyze strategies countries may use to reduce the population growth

And answer a question like this:

Which of the following resources is likely to be impacted the most by a rapidly growing population/
a. Clothing
b. Food
c. Housing
d. water

GPS -

SEV5a – Describe factors affecting population growth of all organisms, including humans.

CATALYST: text book, (pg – 244)

Compare population growth in more developed countries to population growth in less developed countries?

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **How Populations Change in Size**

ESSENTIAL QUESTION: where is most of the worlds population currently located? Name some countries with a stable growth rate (pg-245)

Agenda

Catalyst	10 min
Word Quiz – chapter-9 (make up)	25min
Bio diversity loss effect chart	25min
Bio diversity study sheet	25min

Wednesday
April 26, 2017

NOTES – Chapter-9- content test–
04/28

LEARNING TARGETS:

I can describe three problems caused by rapid population growth. I can compare the population growth problems in developed and developing countries I can analyze strategies countries may use to reduce the population growth

And answer a question like this:

Which of the following diseases is often spread through unsafe public water sources?
a. dysentery
b. flu
c. Chickenpox
d. AIDS

GPS -

SEV5a – Describe factors affecting population growth of all organisms, including humans.

CATALYST: text book, (pg – 247)

Describe world wide population projections for the next 50 years?

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **How Populations Change in Size**

ESSENTIAL QUESTION: What are two strategies that a government might use to try to limit population growth?(pg-246)

Agenda

Catalyst	10 min
Bio diversity loss effect chart	25min
Bio diversity study sheet	25min

Friday
April 28, 2017

**NOTES – Chapter-9- content test–
04/28**

GPS -

SEV5a – Describe factors affecting population growth of all organisms, including humans.

CATALYST: text book, (p.259)

Describe the general diversity of species on earth in terms of relative numbers and types of organisms. Compare known numbers to estimates?

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **How Populations Change in Size**

ESSENTIAL QUESTION: What determines whether a species is known or unknown?(p.259)

LEARNING TARGETS:

I can describe the diversity of species types on earth.
I can relate the difference between known numbers and estimated numbers
I can list and describe three levels of biodiversity

And answer a question like this:

The term biodiversity refers to?
a. The variety of species on earth
b. The extinction of the dinosaurs
c. Habitat destruction, invasive exotic species, and poaching
d. The fact that 40% of prescription drugs come from living beings

Agenda

Catalyst	10 min
Chapter-9-content test	50min
Chapter-11-words	Remaining time

Monday
May 01, 2017

**NOTES – Chapter-9- content test–
04/28**

LEARNING TARGETS:

I can describe the diversity of species types on earth.
I can relate the difference between known numbers and estimated numbers
I can list and describe three levels of biodiversity

And answer a question like this:

Most of the living species known to science,
a. Are large mammals
b. Live in deserts
c. Live in the richer countries of the world
d. Are insects

GPS -

SEV5a – Describe factors affecting population growth of all organisms, including humans.

CATALYST: text book, (p.260)

Describe three levels of biodiversity. Which level is most commonly meant by biodiversity?

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **Biodiversity**

ESSENTIAL QUESTION: How is gene biodiversity different from eco system bio diversity?(p.260)

Agenda

Catalyst	10 min
Chapter-9-content test	50min
Chapter-11-words	Remaining time

Tuesday
May 02, 2017

NOTES – Chapter-9- content test–
04/28

LEARNING TARGETS:

I can describe the diversity of species types on earth.
I can relate the difference between known numbers and estimated numbers
I can list and describe three levels of biodiversity

And answer a question like this:

Some species are so important to the functioning of the ecosystem that they are called,
a. Threatened species
b. Keystone species
c. Endangered species
d. Extinct species

GPS -

SEV5a – Describe factors affecting population growth of all organisms, including humans.

CATALYST: text book, (p.264&265)

Describe four ways that species are being threatened globally?

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **Biodiversity**

ESSENTIAL QUESTION: Give at least three examples of extinction due to habitat loss. (p.264&265)

Agenda

Catalyst	10 min
Chapter-9-content test	50min
Chapter-11-words	Remaining time

Wednesday
May 03, 2017

NOTES – Chapter-9- content test–
04/28

LEARNING TARGETS:

I can describe the distribution of earth's water resources.

I can describe why fresh water is one of the limited resources

I can describe the distribution of earth's surface water

And answer a question like this:

Which of the following process is not the part of a water cycle,

a. evaporation

b. condensation

c. Bio magnification

d. precipitation

GPS -

SEV5c – Describe the effects and potential implications of pollution and resource depletion on the environment at the local and the global levels.

CATALYST: text book, (p.290)

Describe the distribution of water on earth. Where is most of the fresh water located?

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **Biodiversity**

ESSENTIAL QUESTION: Why do most large cities depend on surface water. (p.290)

Agenda

Catalyst	10 min
Chapter-9-content test	50min
Chapter-11-words	Remaining time

Thursday
May 04, 2017

NOTES – Chapter-11- content test–
05/10

LEARNING TARGETS:

I can describe the distribution of earth's water resources.

I can describe why fresh water is one of the limited resources

I can describe the distribution of earth's surface water

And answer a question like this:

- Most of the fresh water on earth is,***
- a. Located underground in aquifers***
 - b. Frozen in the polar ice caps***
 - c. Located in rivers, streams and wetlands***
 - d. Found in earth's atmosphere***

GPS -

SEV5c – Describe the effects and potential implications of pollution and resource depletion on the environment at the local and the global levels.

CATALYST: text book, (p.290)

Explain why fresh water is considered a limited resource?

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **Biodiversity**

ESSENTIAL QUESTION: draw the pie chart that shows the distribution of water on earth.

Agenda

Catalyst	10 min
Complete the graphic organizer from chapter-11	40min
Study guide – chapter-11	40 min

Friday
May 05, 2017

**NOTES – Chapter-11- content test–
05/10**

LEARNING TARGETS:

I can describe the distribution of earth's water resources.
I can describe why fresh water is one of the limited resources
I can describe the distribution of earth's surface water

And answer a question like this:

Which of the following methods is not used in a conventional method of water treatment,

- Filtration***
- Coagulation***
- Aeration***
- Percolation***

GPS -

SEV5c – Describe the effects and potential implications of pollution and resource depletion on the environment at the local and the global levels.

CATALYST: text book, (p.297)

Describe the patterns of global water use for each continent shown in bar graph in figure -5.?

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **Water pollution**

ESSENTIAL QUESTION: Name three factors that affect how people use water. (296)

Agenda

Catalyst	10 min
Complete the graphic organizer from chapter-11	40min
Study guide – chapter-11	40 min

Monday
May 08, 2017

NOTES – Chapter-11- content test–
05/10

LEARNING TARGETS:

- I can compare point and non point pollutions.**
- I can classify water pollutants by 5 types**
- I can explain why under ground pollution is difficult to clean up**

And answer a question like this:

- Which of the following is not an example of point source pollution,*
- a. Oil that is escaping from a damaged tanker*
 - b. Heavy meals that are leaching out from an under ground mine*
 - c. Water run off from residential lawns*
 - d. Untreated sewage that is released*

GPS -

SEV5c – Describe the effects and potential implications of pollution and resource depletion on the environment at the local and the global levels.

CATALYST: text book, (p.305)

Describe Why point source pollution is easier to control than non point source solution?

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **Water pollution**

ESSENTIAL QUESTION: List at least 4 sources of point pollution. (304)

Agenda

Catalyst	10 min
Chapter-12 - words	20min
Chapter-12 power point notes	Remaining time

Tuesday
May 09, 2017

**NOTES – Chapter-11- content test–
05/10**

LEARNING TARGETS:

I can compare point and non point pollutions.

I can classify water pollutants by 5 types

I can explain why under ground pollution is difficult to clean up

And answer a question like this:

Which of the following cause artificial eutrophication?

- a. Heavy metals from unlined landfills***
- b. Inorganic plant nutrients from ware water and fertilizer run off***
- c. Toxic chemicals from factories***
- d. Radio active wastes from nuclear power plants***

GPS -

SEV5c – Describe the effects and potential implications of pollution and resource depletion on the environment at the local and the global levels.

CATALYST: text book, (p.306)

List the major types of water pollutants. Suggest ways to reduce the levels of each type of pollutant in a water supply.

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **Water pollution**

ESSENTIAL QUESTION: Why is it so expensive to dispose of sewage sludge? (307)

Agenda

Catalyst	10 min
Chapter-12 - words	20min
Chapter-12 power point notes	Remaining time

Wednesday
May 10, 2017

NOTES – Chapter-11- content test–
05/10

LEARNING TARGETS:

I can compare point and non point pollutions.

I can classify water pollutants by 5 types

I can explain why under ground pollution is difficult to clean up

And answer a question like this:

Pumping large amounts of water from an aquifer may cause,

- a. Water table to rise***
- b. Recharge zone to sink***
- c. Wells in the area to run dry***
- d. Percolation of ground water to stop***

GPS -

SEV5c – Describe the effects and potential implications of pollution and resource depletion on the environment at the local and the global levels.

CATALYST: text book, (p.313)

Describe 2 laws designed to improve water quality

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **Water pollution**

ESSENTIAL QUESTION: Who all are responsible for maintaining a clean water supply in the future? (313)

Agenda

Catalyst	10 min
Chapter-12-graphic organizer	40min
Chapter-12 power point notes	Remaining time

Thursday May 11, 2017

NOTES – complete all of the missing assignments in the infinite campus by 05/19th. No work will be accepted later to that day.

LEARNING TARGETS:

I can name five primary air pollutants and give their sources.
I can name two major sources of air pollution in urban areas
I can describe the way in which smog forms

And answer a question like this:

which of the following air pollutants is not a primary pollutant,

- Particulate matter*
- Ozone*
- Sulfur Dioxide*
- Volatile organic compounds*

GPS -

SEV5c – Describe the effects and potential implications of pollution and resource depletion on the environment at the local and the global levels.

CATALYST: text book, (p. 326)

Name five primary air pollutants and give important sources for each

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **Air pollution**

ESSENTIAL QUESTION: How is air pollution caused? What are the major components of clean air? (325)

Agenda

Catalyst	10 min
Chapter-12-graphic organizer	40min
Chapter-12 power point notes	Remaining time

Friday
May 12, 2017

NOTES – complete all of the missing assignments in the infinite campus by 05/19th. No work will be accepted later to that day.

LEARNING TARGETS:

I can name five primary air pollutants and give their sources.
I can name two major sources of air pollution in urban areas
I can describe the way in which smog forms

And answer a question like this:

A device used to clean exhaust gases before they exit an automobiles tailpipe is called a(n),

- Electrostatic precipitator*
- Catalytic converter*
- Scrubber*
- None of the above*

GPS -

SEV5c – Describe the effects and potential implications of pollution and resource depletion on the environment at the local and the global levels.

CATALYST: text book, (p. 327 &328)

Name the two major types of pollution in urban areas.

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **Air pollution**

ESSENTIAL QUESTION: What does EPA stands for? What are the two measures taken to reduce motor vehicle emissions.(327)

Monday May 15, 2017

NOTES – complete all of the missing assignments in the infinite campus by 05/19th. No work will be accepted later to that day.

LEARNING TARGETS:

I can name five primary air pollutants and give their sources.
I can name two major sources of air pollution in urban areas
I can describe the way in which smog forms

And answer a question like this:

The majority of sulfur dioxide produced from the industry come from,

- Oil refineries*
- Dry cleaners*
- Chemical plants*
- Coal- burning power plants*

GPS -

SEV5c – Describe the effects and potential implications of pollution and resource depletion on the environment at the local and the global levels.

CATALYST: text book, (p. 330)

Describe the way in which smog forms.

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **Air pollution**

ESSENTIAL QUESTION: Name two pollution control devices. State how they help to limit the amount of pollutants in air.(329)

Agenda

Catalyst	10 min
Chapter-13 - definitions	20min
Chapter-13power point notes	Remaining time

Tuesday
May 16, 2017

NOTES – complete all of the missing assignments in the infinite campus by 05/19th. No work will be accepted later to that day.

LEARNING TARGETS:

I can name five primary air pollutants and give their sources.
I can name two major sources of air pollution in urban areas
I can describe the way in which smog forms

And answer a question like this:

Which of the following substances is not involved in the chemical reaction that produces smog,

- Sunlight*
- Particulate matter*
- Automotive exhaust*
- Ozone*

GPS -

SEV5c – Describe the effects and potential implications of pollution and resource depletion on the environment at the local and the global levels.

CATALYST: text book, (p. 330)

Define the term temperature inversion. Explain how temperature inversion traps pollutants near earths surface.

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **Air pollution**

ESSENTIAL QUESTION:

List any three characteristics of zero emission vehicles.(328)

Agenda

Catalyst	10 min
Chapter-13 - definitions	20min
Chapter-13power point notes	Remaining time

Wednesday
May 17, 2017

NOTES – complete all of the missing assignments in the infinite campus by 05/19th. No work will be accepted later to that day.

LEARNING TARGETS:

I can describe the long-term and short term effects of air pollution.
I can explain what causes indoor air pollution and how it can be prevented
I can describe three human problems caused by noise pollution

And answer a question like this:

Which of the following respiratory diseases is considered a long term effect of air pollution on human health,

- a. emphysema*
- b. bronchitis*
- c. pneumonia*
- d. All of the above*

GPS -

SEV5c – Describe the effects and potential implications of pollution and resource depletion on the environment at the local and the global levels.

CATALYST: text book, (p. 331)

Describe the long-term effects and the short – term effects of the air pollution on health.

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **Air pollution**

ESSENTIAL QUESTION:

Who gets most affected by air pollution? (331)

Agenda

Catalyst	10 min
Chapter-13 - definitions	20min
Chapter-13power point notes	Remaining time

Thursday May 18, 2017

NOTES – complete all of the missing assignments in the infinite campus by 05/19th. No work will be accepted later to that day.

LEARNING TARGETS:

I can describe the long-term and short term effects of air pollution.
I can explain what causes indoor air pollution and how it can be prevented
I can describe three human problems caused by noise pollution

And answer a question like this:

Which of the following substances is a colorless, tasteless, and odorless radio active gas?

- asbestos*
- Carbon monoxide*
- radon*
- ozone*

GPS -

SEV5c – Describe the effects and potential implications of pollution and resource depletion on the environment at the local and the global levels.

CATALYST: text book, (p. 332)

Describe two ways in which indoor air pollution can be prevented.

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **Air pollution**

ESSENTIAL QUESTION:

Why is sick building syndrome most common in hot places? (332)

Agenda

Catalyst	10 min
Chapter-13 - definitions	20min
Chapter-13power point notes	Remaining time

Friday
May 19, 2017

NOTES – complete all of the missing assignments in the infinite campus by 05/19th. No work will be accepted later to that day.

LEARNING TARGETS:

I can describe the long-term and short term effects of air pollution.
I can explain what causes indoor air pollution and how it can be prevented
I can describe three human problems caused by noise pollution

And answer a question like this:

A sound measuring 40 db has how many times the intensity of a sound that measures 10 db?

- a. 4 times***
- b. 30 times***
- c. 400 times***
- d. 1,000times***

GPS -

SEV5c – Describe the effects and potential implications of pollution and resource depletion on the environment at the local and the global levels.

CATALYST: text book, (p. 336)

Describe how acid precipitation forms.

NOTE – CELL PHONES are not to be seen out, failure to follow the direction will result in administrative referral.

Topic: **Air pollution**

ESSENTIAL QUESTION:

How does the pH of pure water compare with that of acid precipitation? (337)

Agenda

Catalyst	10 min
Chapter-13 - definitions	20min
Chapter-13power point notes	Remaining time