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| Daily Agenda | Mon. 11-10 | Tues. 11-11 | Wed. 11-12 | Thur. 11-13 | Fri. 11-14 |
| Essential Question | What kinds of experiments make good science fair experiments that are based on our current unit in environmental studies and human actions having an impact on the environment. | What kinds of experiments make good science fair experiments that are based on our current unit in environmental studies and human actions having an impact on the environment. | What kinds of experiments make good science fair experiments that are based on our current unit in environmental studies and human actions having an impact on the environment. |  |  |
| Daily Learning Target | I can use what I know about the scientific method and human impacts on the environment to design an experiment for the science fair that will show competing design solutions for maintaining biodiversity and ecosystem services | I can use what I know about the scientific method and human impacts on the environment to design an experiment for the science fair that will show competing design solutions for maintaining biodiversity and ecosystem services | I can use what I know about the scientific method and human impacts on the environment to design an experiment for the science fair that will show competing design solutions for maintaining biodiversity and ecosystem services | - |  |
| Bell-ringer | Whole class time activity. No Bellringer given. | Whole class time activity. No Bellringer given. | Whole class time activity. No Bellringer given. |  |  |
| KCAS Standard or  CC# & DOK Level  (full text) | MS-LS2-5  Evaluate competing design solutions for maintaining biodiversity and ecosystem services. | MS-LS2-5  Evaluate competing design solutions for maintaining biodiversity and ecosystem services. | MS-LS2-5  Evaluate competing design solutions for maintaining biodiversity and ecosystem services. |  |  |
| Instructional Strategy/Activity | Research experiment ideas | Plan out experiment plan | Plan out experiment plan |  |  |
| Thinking Strategies Incorporated | Scientific Method, Background Knowledge, Thinking strategies, Problem solving strategies, Collaboration, Metacognition | Scientific Method, Background Knowledge, Thinking strategies, Problem solving strategies, Collaboration, Metacognition | Scientific Method, background Knowledge, Thinking strategies, Problem solving strategies, Collaboration, Metacognition | - | - |
| Formative Assessment | Student collection of ideas in research, discussion with lab partner | Student collection of ideas in research, discussion with lab partner | Student collection of ideas in research, discussion with lab partner |  |  |
| Student Assignment | Research science fair experiments that can show competing designs for finding solutions to ecosystem problems like water purification, nutrient recycling, prevention of soil erosion, and many more | Research science fair experiments that can show competing designs for finding solutions to ecosystem problems like water purification, nutrient recycling, prevention of soil erosion, and many more | Research science fair experiments that can show competing designs for finding solutions to ecosystem problems like water purification, nutrient recycling, prevention of soil erosion, and many more |  |  |
| RTI/Modification | Students are allowed to work alone or with one partner.  They may gain teacher assistance when requested.  Science Fair Guide Sheet is given as an aid to the process. | Students are allowed to work alone or with one partner.  They may gain teacher assistance when requested.  Science Fair Guide Sheet is given as an aid to the process. | Students are allowed to work alone or with one partner.  They may gain teacher assistance when requested.  Science Fair Guide Sheet is given as an aid to the process. |  |  |