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| Daily Agenda | Mon. 10-27 | Tues. 10-28 | Wed. 10-29 | Thur. 10-30 | Fri. 10-31  |
| Essential Question | How have humans had intentional/unintentional impacts on the environment? | How have humans had intentional/unintentional impacts on the environment? | How have humans had intentional/unintentional impacts on the environment? | How have humans had intentional/unintentional impacts on the environment? | BRUIN day all day |
| Daily Learning Target | I can explain how human actions might result in unintended environmental consequences, and how humans are now trying to change their behavior to help the environment. | I can explain how human actions might result in unintended environmental consequences, and how humans are now trying to change their behavior to help the environment. | I can explain how human actions might result in unintended environmental consequences, and how humans are now trying to change their behavior to help the environment. | I can explain how human actions might result in unintended environmental consequences, and how humans are now trying to change their behavior to help the environment. | C:\Users\kara.badder\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JZ4FMG9M\MC900384226[1].wmfBRUIN day all day |
| Bell-ringer | In your journals, define the following essential vocab:Environment, Organism, Species, Community, Population, Biome | In your journals, define the following essential vocab:Carrying Capacity, Predator, Prey, Parasitism, Commensalism, Mutualism, Symbiosis | In your journals, define the following essential vocab:Deforestation, Pollution, Migration, Relocation, Re-Wilding (given in article), Invasive Species, Native Species | In your journals, define the following essential vocab:Adaptation, Mutation, Threatened Species, Endangered Species, Extinct Species, Mass Extinction | BRUIN day all day |
| KCAS Standard orCC# & DOK Level(full text)  | ESS3-5Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.08-LS2-4Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.ESS3-3 Apply scientific principles to design a method for monitoring and minimizing human impact on the environment  | ESS3-5Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.08-LS2-4Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.ESS3-3 Apply scientific principles to design a method for monitoring and minimizing human impact on the environment  | ESS3-5Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.08-LS2-4Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.ESS3-3 Apply scientific principles to design a method for monitoring and minimizing human impact on the environment  | ESS3-5Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.08-LS2-4Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.ESS3-3 Apply scientific principles to design a method for monitoring and minimizing human impact on the environment  | BRUIN day all day |
| Instructional Strategy/Activity | Research Event | Research Event | Research Event | Research Event | BRUIN day all day |
| Thinking Strategies Incorporated | Background Knowledge, Thinking strategies, Problem solving strategies, Collaboration, Metacognition | Background Knowledge, Thinking strategies, Problem solving strategies, Collaboration, Metacognition | Background Knowledge, Thinking strategies, Problem solving strategies, Collaboration, Metacognition | Background Knowledge, Thinking strategies, Problem solving strategies, Collaboration, Metacognition | BRUIN day all day |
| Formative Assessment | Journal WorkArticle AnnotationsFacts gathered in chartConnection statements to facts and background knowledgeAnalysis statements of human actions and their intentional/unintentional consequences | Journal WorkArticle AnnotationsFacts gathered in chartConnection statements to facts and background knowledgeAnalysis statements of human actions and their intentional/unintentional consequences | Digi-Poster Development | Digi-Poster final copy submission | BRUIN day all day |
| Student Assignment | To complete reading and annotating all their articles and begin collecting important facts from articles on charts.To write a claim statement about human actions and their intentional/unintentional impacts on the environment. | To choose two different human actions and answer the following questions for each based on their research, background knowledge, and logical thinking skills:1. What was the original purpose of their actions?
2. What exactly is the human “action”, describe it:
3. What part of the environment does it affect and how?
4. What was the Unintentional consequences of this action?
 | Develop a digital poster or “Digi-board” to display their essential learning on how humans have helped and hurt the environment through intentional/unintentional actions over the years | Develop a digital poster or “Digi-board” to display their essential learning on how humans have helped and hurt the environment through intentional/unintentional actions over the years | BRUIN day all day |
| RTI/Modification | Differentiated reading level articlesModeling proper annotating and note taking methodsTeacher assistance upon request | Modeling proper annotating and note taking methodsTeacher assistance upon request | Modeling proper digi-board development, or allow students without ready access to technology at home to make a normal style poster displaying their written research and school printed pictures.Teacher assistance upon request | Modeling proper digi-board development, or allow students without ready access to technology at home to make a normal style poster displaying their written research and school printed pictures.Teacher assistance upon request | BRUIN day all day |