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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 or  CC# & DOK Level  (full text) | ESS3-5  Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.  08-LS2-4  Construct 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 | ESS3-5  Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.  08-LS2-4  Construct 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 | ESS3-5  Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.  08-LS2-4  Construct 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 | ESS3-5  Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.  08-LS2-4  Construct 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 Work  Article Annotations  Facts gathered in chart  Connection statements to facts and background knowledge  Analysis statements of human actions and their intentional/unintentional consequences | Journal Work  Article Annotations  Facts gathered in chart  Connection statements to facts and background knowledge  Analysis 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 articles  Modeling proper annotating and note taking methods  Teacher assistance upon request | Modeling proper annotating and note taking methods  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 | 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 |