

	Monday 12/31/18	Tuesday 1/1/19	Wednesday 1/2/19	Thursday 1/3/19	Friday 1/4/19
<p>Biology</p> <p>Standards:</p> <p><u>HS-LS1-5 From Molecules to Organisms: Structures and Processes</u></p> <p>Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.</p>	No School	<u>No School</u>	<p>Objective: Explain the process of cellular respiration</p> <p>Activity: -POGIL: Cellular Respiration</p> <p>Assessment: Packet turned into basket</p>	<p>Objective: Explain the process of cellular respiration</p> <p>Activity: -Bell Ringer -Cellular Respiration Notes & Activity -Lab Intro</p> <p>Assessment: Notebook check</p>	<p>Objective: Explain the process of cellular respiration</p> <p>Activity: -Bell Ringer -Cellular Respiration Lab</p> <p>Assessment: Lab Sheet turned into basket</p>

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<p>Earth Science</p> <p>NGSS Standards:</p> <p><u>HS-ESS2-7 Earth's Systems</u></p> <p>Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.</p> <p>.</p> <p><u>HS-ESS1-6 Earth's Place in the Universe</u></p> <p>Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.</p>	No School	<u>No School</u>	<p>Objective: Describe how survival of the fittest and natural selection cause change in species over time</p> <p>Activity:</p> <ul style="list-style-type: none"> -Bell Ringer -Battling Beetles Activity <p>Assessment:</p> <p>Lab Sheet turned into basket</p>	<p>Objective: Describe how earth and life on earth began</p> <p>Activity:</p> <ul style="list-style-type: none"> -Bell Ringer -Pocket Mouse Example -Evidence of KT asteroid lab day 1 <p>Assessment:</p> <p>Notebook Check</p>	<p>Objective: Describe how earth and life on earth began</p> <p>Activity:</p> <ul style="list-style-type: none"> -Bell Ringer -Evidence of KT asteroid lab day 2 <p>Assessment:</p> <p>Notebook Check</p>

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Ecology	No School	<u>No School</u>	<p><u>Objective:</u> Students will be able to describe multiple types of biodiversity and provide examples to support the notion that biodiversity has many different types of value.</p> <p><u>Activity:</u> -Bell Ringer -Biodiversity Notes & Intro</p> <p><u>Assessment:</u> Notebook check</p>	<p><u>Objective:</u> Students will be able to create a user account for iNaturalist, explore the site's features, write a summary of the user guide, and make their first observation.</p> <p><u>Activity:</u> -Bell Ringer -iNaturalist Intro -Community Mapping Activity</p> <p><u>Assessment:</u> Completed Map & summary of inaturalist intro submitted online</p>	<p><u>Objective:</u> Students will be able to explain the reasons that biodiversity is threatened by human activity as well as describe multiple ways that concerned individuals and organizations are taking steps to preserve biodiversity.</p> <p><u>Activity:</u> -Bell Ringer -Biodiversity Importance notes</p> <p><u>Assessment:</u> Lab sheet turned into basket</p>