	Monday 1/7/19	Tuesday 1/8/19	Wednesday 1/9/19	Thursday 1/10/19	Friday 1/11/19
Biology **Standards:** **HS-LS1-7 From Molecules to Organisms: Structures and Processes** Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. **HS-LS1-4 From Molecules to Organisms: Structures and Processes** Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.	**Objective:** Describe the factors that affect respiration **Activity:** -Bell Ringer -Respiration Lab Data Analysis -POGIL: Mitosis **Assessment:** Lab Packet turned into basket	**Objective:** Explain the stages of mitosis **Activity:** -Bell Ringer -Demonstrating Mitosis Activity -Mitosis flipbook **Assessment:** Participation Flipbook due on 1/11	**Objective:** Explain the stages of mitosis **Activity:** -Bell Ringer -Mitosis Lab -Mitosis flipbook **Assessment:** Flipbook due on 1/11	**Objective:** Review concepts related to ecology, biochemistry, and cell processes **Activity:** -Bell Ringer -Book Project guidelines -60 second presentations **Assessment:** Presentation/Book turned in at test	**Objective:** Review concepts related to ecology, biochemistry, and cell processes **Activity:** -Bell Ringer -Book project worktime -Salad Bowl **Assessment:** Presentation/Book turned in at test

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Earth Science **NGSS Standards:** **HS-ESS2-7 Earth's Systems** Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth. . **HS-ESS1-6 Earth's Place in the Universe** 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.	**Objective:** Describe how earth and life on earth began **Activity:** -Bell Ringer -Evidence of KT asteroid lab day 1 **Assessment:** Notebook Check	**Objective:** Describe how earth and life on earth began **Activity:** -Bell Ringer -Evidence of KT asteroid lab day 2 **Assessment:** Notebook Check	**Objective:** Review concepts related to scientific method, astronomy, plate tectonics, and Earth's Evolution **Activity:** -Bell Ringer -Book Project guidelines -60 second presentations **Assessment:** Presentation/Book turned in at test	**Objective:** Review concepts related to scientific method, astronomy, plate tectonics, and Earth's Evolution **Activity:** -Bell Ringer -Book Project worktime -60 second presentations **Assessment:** Presentation/Book turned in at test	**Objective:** Review concepts related to scientific method, astronomy, plate tectonics, and Earth's Evolution **Activity:** -Bell Ringer -Book Project worktime -Salad Bowl **Assessment:** Presentation/Book turned in at test

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Ecology	**Objective**: Students will be able to calculate three measures of biodiversity **Activity:** -Bell Ringer -Biodiversity study in Gorongosa **Assessment:** Packet turned into basket	**Objective**: Students will be able to calculate three measures of biodiversity **Activity:** -Bell Ringer -Biodiversity study in Gorongosa **Assessment:** Packet turned into basket	**Objective**: Students will be able to calculate three measures of biodiversity **Activity:** -Bell Ringer -Biodiversity study in Gorongosa **Assessment:** Packet turned into basket	**Objective:** 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. **Activity:** -Bell Ringer -iNaturalist Check in -Field Guide Requirements **Assessment:** Field Guide due Wednesday Jan 16	**Objective:** 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. **Activity:** -Bell Ringer -Field Guide work time **Assessment:** Field Guide due Wednesday Jan 16